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ABSTRACT

This booklet is a teacher's guide to using the Detroit Objective Referenced Tests (DORT), a systems approach to reading instruction that matches instructional strategies to student needs. The materials are offered in two sections for elementary and middle school implementation. Decoding and comprehension materials are discussed for both educational levels. The elements of the DORT system that are offered or explained include assessment kits, placement tests, assessment tests, directions for marking and interpreting tests, student group profiles, and methods of scheduling instruction. Appendixes provide information on conducting individual oral reading surveys: suggestions for classroom arrangement: a pronunciation key: a glossary of terms used in DORT management: and a cross index of educational objectives created by the state of Michigan, the city of Detroit, the Iowa Test of Basic Skills, and the DORT comprehension assessment kits. (RL)

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Detroit
Objective
Referenced
Tests

TEACHER'S GUIDE

CS005613

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FOREWORD

There is no higher priority for the staff of the Detroit Public Schools than to improve the reading performance of our students. The effort of every paraprofessional, teacher, and administrator in our System should be devoted to seeking and using all promising methods of helping our students learn to become competent and practiced readers.

The Detroit Schools are committed to implementing a successful systemized City-wide reading program to be known as DORT (Detroit Objective Reading Tests). This program will allow our teachers to diagnose the specific needs of our students and will provide specific instructional strategies to match each student's deficiencies.

Great care was taken in selecting a company to develop the program with the Detroit Schools. A selection committee of parents, teachers, and administrators evaluated a number of proposals before selecting *Hoffman Educational Systems*, a company with great urban experience.

We believe that the program will be successful in improving our reading instruction for these reasons:

1. The prescriptive package concentrates on a single-skill focus, providing the teachers a diagnostic profile for each student. Moreover, very specific and manageable instructional strategies are provided for each identified skill, providing a total systemized package.
2. The management system including student records is easily understood and handled by teachers.
3. The program will not be used by the teachers until training has been provided for each teacher.
4. DORT will supplement and blend with your current reading program and will not require you to discard what has been successful in your classrooms.

I am aware of your professional commitment to improve the reading programs for our students. I am also convinced that with the mutual respect and cooperation of teachers, administrators, students, and parents we will be successful in implementing this new dimension of our curriculum. I look forward to working with you in this worthwhile and needed endeavor.

Arthur Jefferson
General Superintendent

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Introducing DORT—

A Systems Approach to Reading

Beginning the school year 1977-78, the Detroit Public School District selected a reading testing program for the Elementary and Middle Schools. The program is called DORT, which stands for Detroit Objective Referenced Tests.

DORT is more than just a testing program. It's a complete management system that has:

- tests to determine what skills students have mastered and what skills they still need to learn.
- lesson plans and materials to help gear instruction to individual student's needs.
- record-keeping forms to communicate each student's progress to parents, school specialists and administrators, and the student's receiving teachers.

DORT does not replace the materials you are now using in your classrooms. DORT is designed to *complement* the current curriculum selected by each school. With DORT, however, we can unify each school's reading instruction and meet the goal of ensuring that *all* Detroit Public School students receive the best education available.

DORT is a City-wide program, so students can move from school to school and still continue their individual progress in reading. As DORT teachers, you will know exactly what reading instruction each student has received and what kind of instruction he/she will need next.

DORT—A Proven Reading System

DORT is published by Hoffman Educational Systems, a Los Angeles-based developer of educational materials. DORT is also known as the Hoffman Systems Approach to Reading, but the company has developed additions to the program and has tailored the materials to fit Detroit's special concerns. The materials are packaged in kits that will carry the name DORT and Detroit Public Schools.

The materials were developed by reading teachers and tested in actual classrooms for over five years. These kits are now being used successfully in large school systems such as New York City, St. Louis, Dallas, and Miami. In Miami, reading scores increased for the first time in six years, largely because of the systems approach to reading.

What Is a Systems Approach to Reading?

Systems approach is simply another way of saying "being organized." It means teaching and managing according to a step-by-step plan that begins with a complete set of objectives for meeting our overall goal. Our goal is to teach all Detroit Public School students to become proficient readers. The O in DORT stands for objectives, the objectives that each student must accomplish to meet that goal.

Objectives. There are two major types of reading objectives—**DECODING** and **COMPREHENSION:**

- Decoding objectives are accomplished when students relate letters to sounds and apply these sounds to unknown words. When students ''sound out'' words, they are decoding.
- Comprehension objectives include all the thinking skills used by students to derive meaning from written or printed materials.

When students can fluently ''sound out'' words, and when students can understand what they read and can use this understanding to gain knowledge and pleasure, then we have reached the goal. This is what becoming a proficient reader means.

The DORT System contains over 400 objectives related to Decoding and over 200 objectives related to Comprehension, spanning Grades K through 9. These objectives relate to the Detroit City-wide Objectives and the Michigan Educational Assessment Program (MEAP). An objective cross-index is available for DORT teachers.

Diagnosing and Prescribing. Knowing the objectives is only one part of a systems approach to reading. A good system must provide you with a way to determine which objectives your students have already achieved and which ones have to be taught. This is called *diagnosing*. DORT provides you with complete sets of diagnostic materials, called *assessment tests*. These allow you to test each student's ability to achieve specific Decoding and Comprehension objectives. This gives you the ability to plan your instruction and to select materials to help students achieve the objectives they have not yet mastered. This is called *prescribing*. Prescribing means providing instruction to fit individual student needs.

DORT is a diagnostic/prescriptive system. It gives you tests to determine what reading skills (or objectives) each student needs to accomplish. In addition, DORT contains student activities and teacher-directed lessons that directly focus on each specific objective you have tested, plus record-keeping forms to help you keep track of the objectives each student has achieved or still needs to learn. You will use these materials along with your existing reading curriculum. This will ensure that your students receive learning experiences that directly correspond with their instructional needs.

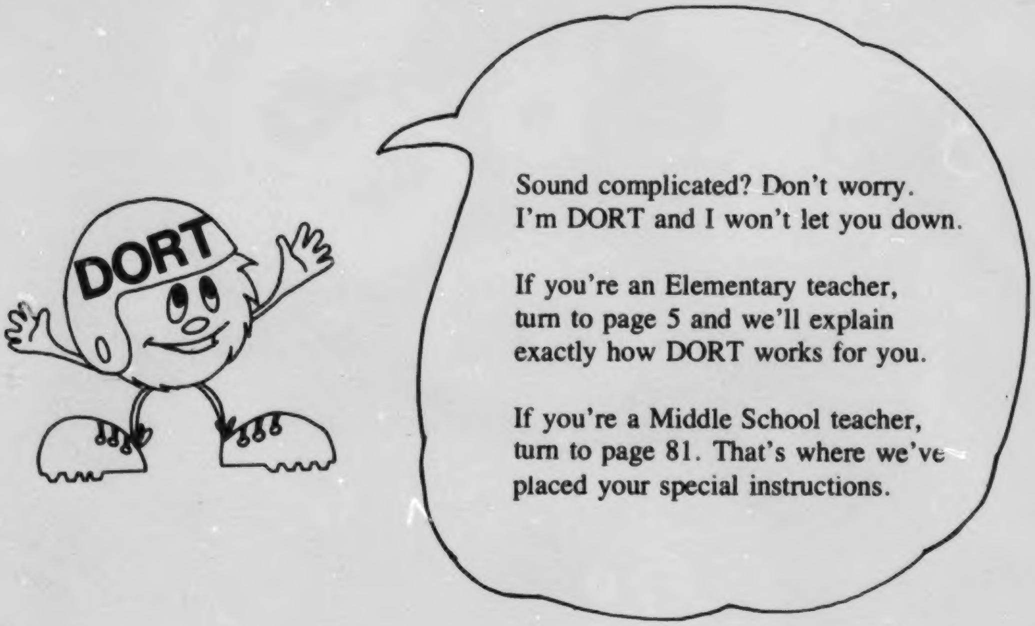
Systems Approach Means Management by Objective—But Who Is the Manager?

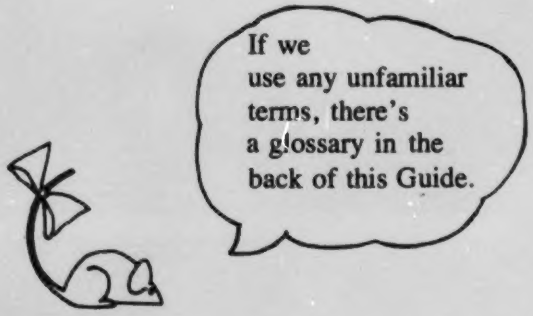
You are. It is up to you to manage each student's acquisition of reading skills. As manager, this is what you basically do:

- You assess each of your student's needs.
- You record the objectives each student has achieved as well as the ones you will still need to teach.
- You organize your instructional periods and group to comply with these needs.

9

- You select materials appropriate to each group of students which includes your regular reading instruction, your independent student activities and your single-skill DORT presentations toward student mastery of the unlearned objectives.
- After instruction, you observe and test to determine if students have achieved the objective. If so, you record this information on your current record-keeping form. If not, you reteach.
- Throughout the school year, you assess for a certain amount of objectives; then you teach toward those. When the students have accomplished these objectives, you assess for different, more advanced objectives and teach toward those. It's an on-going process.
- At the end of the school year, you record each student's progress on a form that is sent to the student's receiving teacher. That teacher continues where you left off.


DORT
Sound complicated? Don't worry. I'm DORT and I won't let you down.
If you're an Elementary teacher, turn to page 5 and we'll explain exactly how DORT works for you.
If you're a Middle School teacher, turn to page 81. That's where we've placed your special instructions.

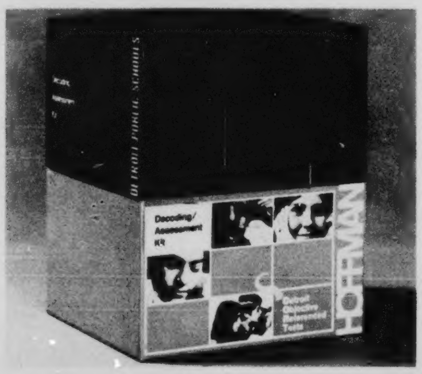

If we use any unfamiliar terms, there's a glossary in the back of this Guide.

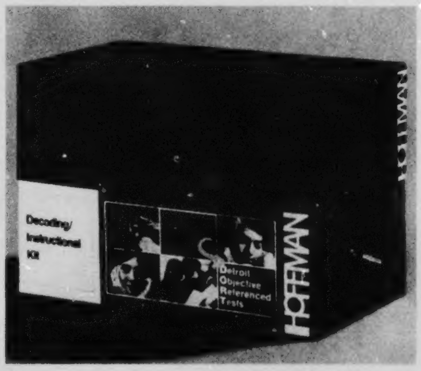
ELEMENTARY SCHOOL IMPLEMENTATION PLAN

In order to meet the individual needs of elementary students in the Detroit Public Schools, DORT Kits are being provided for elementary school teachers. These Kits will enable teachers to provide individualized reading instruction to meet each student's diagnosed needs. Detroit educators firmly believe that only through individualized programs can the needs of all Detroit pupils be met. The goal of the Detroit Elementary Schools is to have all students become proficient readers. The challenge is ours. The DORT program will help make this goal a reality.

DORT DECODING ASSESSMENT AND INSTRUCTIONAL KITS

As elementary school teachers you will be provided two DORT Decoding Kits to diagnose individual student needs and to prescribe instruction that directly relates to those needs. The diagnostic, or testing, materials are found in the Decoding Assessment Kit. The related instructional materials are contained in the Decoding Instructional Kit.





The Decoding Assessment and Instructional Kits relate to an organized set of specific decoding skills that a student must master to be a proficient reader.

Decoding skills include:

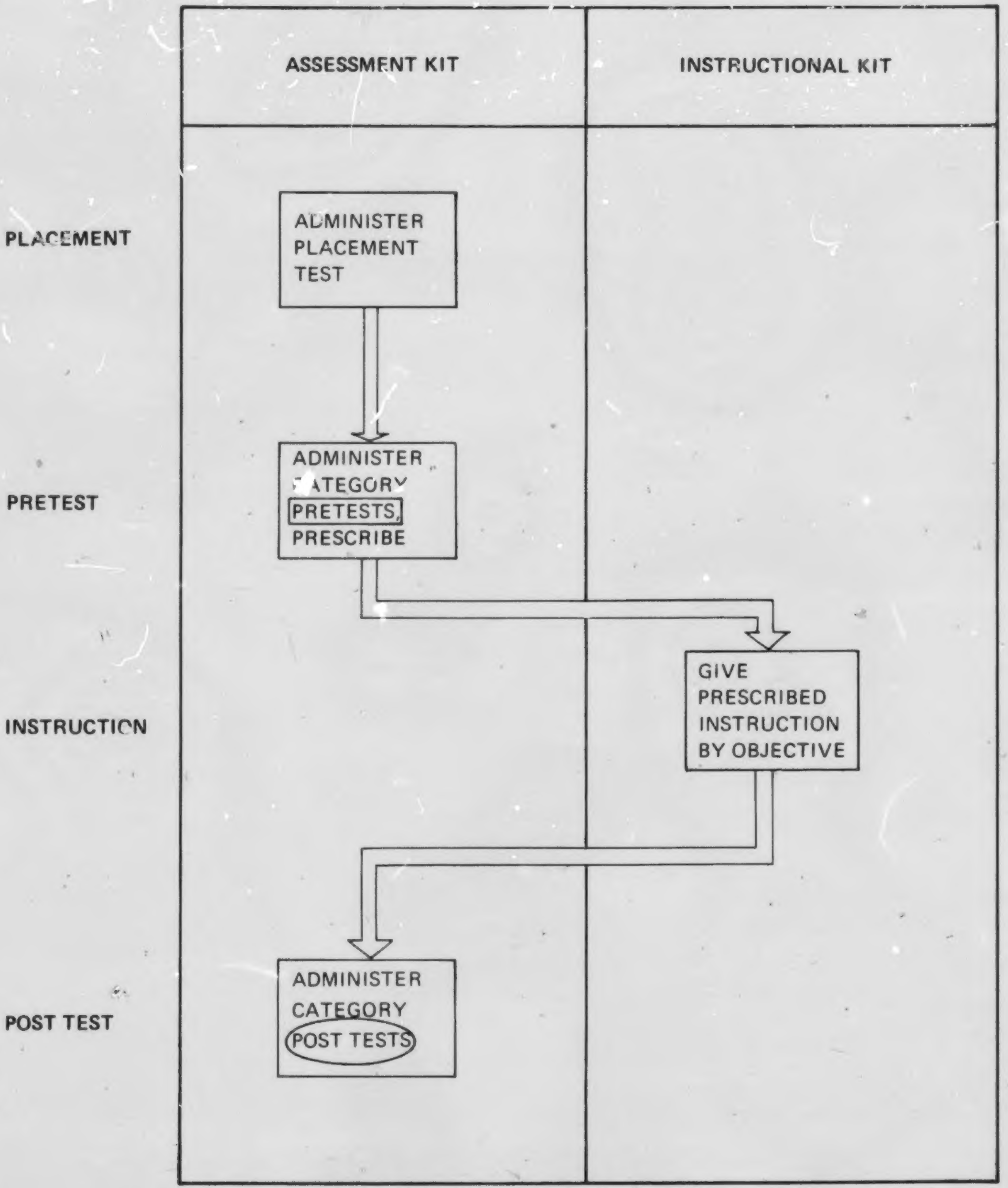
- relating the letter sequences of words to their sound sequences.
- applying these skills independently to the analysis of unknown words.
- reading silently in appropriate level materials without symptoms of reading difficulty.
- reading orally with a minimum of errors.

The decoding dimension of the DORT System provides for the development of these skills. For each skill, DORT provides performance objectives, assessment tests, instructional activities, and recommended procedures for application, extension, and enrichment.

DORT decoding materials can be used with any core reading program. They can be used with individual students or with an entire class. However, the instructional sessions are generally most effective with groups of six or fewer students who have similar instructional needs.

The following chart is provided to show you how the Assessment and the Instructional Kits fit together:

DORT DECODING ASSESSMENT/INSTRUCTIONAL SEQUENCE


ASSESSMENT KIT
INSTRUCTIONAL KIT
PLACEMENT
ADMINISTER PLACEMENT TEST
PRETEST
ADMINISTER CATEGORY PRETESTS, PRESCRIBE
INSTRUCTION
GIVE PRESCRIBED INSTRUCTION BY OBJECTIVE
POST TEST
ADMINISTER CATEGORY POST TESTS

Before you proceed, there are two very important techniques used to organize the Decoding Assessment and Instructional materials that you should understand.

DORT
Teacher Alert: Learn this first!

Word Parts and Total Words

Before a student can read an entire word, the student has to learn the sounds represented by the letters in that word. In DORT, we call this Word Part learning—understanding the sound represented by each letter, or each letter combination in a word. Beginning readers require Word Part instruction much more than students at higher levels. For students reading at third grade level and above, we recommend Total Word instruction. Total Word instruction focuses on word patterns, such as consonant/vowel/consonant (CVC). Word Part instruction focuses on individual letters within that pattern, such as the initial consonant. Word Part instruction becomes important for third grade and above level students only when they have difficulty with a particular pattern and need to concentrate specifically on the sound of a letter within that pattern.

In looking through your Decoding Assessment and Instructional Kits, you will see that a distinction has been made between Word Part and Total Word instruction. There are specific skills outlined for Word Part learning and specific skills listed for Total Word learning. The relationship between these skills is illustrated in the following chart:

RELATIONSHIP BETWEEN WORD PART AND TOTAL WORD CATEGORIES

WORD PART Category Designation	No.	TOTAL WORD No.	Category Designation
Initial Consonants	1	1	CVC, "Short" Vowel
Final Consonants	2		
Initial "Short" Vowels	3		
Medial "Short" Vowels	4		
Initial Consonant Digraphs	5	2	CVC, "Short" Vowel, Initial Consonant Digraph
Final Consonant Digraphs and Trigraphs	6	3	CVC, "Short" Vowel, Final Consonant Digraph and Trigraph
Initial Consonant Blends	7	4	CVCC, Initial Consonant Blend
Final Consonant Blends	8	5	CVCC, Final Consonant Blend
"Long" Vowels (C)CVCe,(C)CV	9	6	(C)CV, "Long" Vowel
		7	CVCe, "Long" Vowel
		8	(C)CVCe, "Long" Vowel, Initial Consonant Blend/Digraph
Vowel Digraphs and Other Vowel Patterns	10	9	Varying Word Patterns, Digraphs and Other Vowel Patterns
Vowel Diphthongs	11	10	Varying Word Patterns, Vowel Diphthongs
Vowels plus r	12	11	Varying Word Patterns, Vowels plus r

NOTE: This chart lists the major decoding skill categories for Word Part and Total Word instruction. Each major category is further broken down into specific objectives. For example, Word Part Category 1, Initial Consonants, contains 21 specific objectives, one for each consonant in the English language.

If you are teaching below third grade level, you will be using primarily assessment/instructional materials related to Word Part Learning.

If you are teaching at Grades 3 through 5, you will be responsible primarily for Total Word assessment and instruction. However, you may find it necessary to provide Word Part assessment and instruction, depending on your students' abilities and needs.

Level A and Level B

Your Decoding Assessment Kit materials are coded pink or yellow to represent two distinct student response levels: Level A = pink, Level B = yellow.

These levels specify the amount of cueing that is given to the student before he/she is expected to respond.

Level A students are only expected to respond to items involving some type of answer recognition. They are given multiple-choice selections, such as incomplete words with fill-in letter choices, or words or letters to circle or cross off. Level A students are given answer clues. This is true for students receiving Word Part as well as Total Word assessment/instruction.

As students advance in the System, they will be able to make Level B responses. At Level B, no answer clues are provided. Students must supply the answers from recall, without clues. That's the difference between Level A and B.

For now, you should simply remember that in your Decoding Assessment Kit, Level A response materials are pink, Level B response materials are yellow. In your Decoding Instruction Kit lessons, questions for both types of response are given, but they are *always* labeled **Level A** or **Level B.** As elementary teachers you will probably use pink (Level A) Assessment materials only.

DECODING ASSESSMENT KIT

The Decoding Assessment Kit is one of the diagnostic components of the DORT Systems Approach to Reading. It is designed to provide specific information regarding the mastery of skills and the needs of individual students. Group tests, administered by the classroom teacher, provide the data required for the efficient management of instruction.

The Decoding Assessment Kit provides you with three types of testing instruments and procedures:

- **Placement Test**
  This is designed to help you determine which decoding assessment tests to administer to your students. It is a one-time-only test to be given to students new to the DORT Decoding System.
- **Decoding Assessment Pretests**
  Pretests are designed to identify each student's specific instructional needs in decoding. There is a pretest for each major Word Part and Total Word category. Pink pretests are for Level A, and yellow pretests are for Level B. The type of pretest you administer depends on your grade level and each student's ability. If students are new to the System, such information is determined by the Placement Test. Otherwise, this information is received from your students' previous Dort teachers.
- **Decoding Assessment Post Tests**
  These are provided to help you determine the outcome of instruction in specific decoding skills. The post tests assess the same objectives as the corresponding pretests. Different words are dictated, however, to show mastery of the objective within a varying context.

Your Decoding Assessment Kit contains the following materials:

40 Decoding Placement Test Answer Sheets (on a pad)
1 Decoding Placement Test Answer Key (2 overlays)
30 Level A (pink) Decoding Assessment Answer Books (containing pretest and post test answer pages)
30 Level B (yellow) Decoding Assessment Answer Books (containing pretest and post test answer pages)
1 Level A (pink) Decoding Assessment Answer Key
1 Level B (yellow) Decoding Assessment Answer Key
1 each of the following Group Profiles: Level A—Word Parts
    Level A—Total Words
    Level B—Word Parts
    Level B—Total Words
30 Individual Pupil Profiles

DECODING PLACEMENT TEST

The Decoding Placement Test should be given to all students new to the DORT Decoding System. The entire test of 35 items should take no more than six to ten minutes to administer. The Placement Test results will enable you to determine the exact assessment tests to prescribe for each student.

Materials Needed to Administer the Placement Test

1 Decoding Placement Test Answer Sheet per student
2 sharpened #2 pencils with erasers per student
Teacher's list of words to be dictated (provided below)
Placement Test Answer Key (overlays)

General Placement Test Procedures

- The Placement Test may be administered to the entire class at one time.
- An attempt should be made to administer the Placement Test in one sitting. If it is necessary to interrupt testing, stop at the conclusion of Part III.
- Each student's desk should be cleared of everything except a test answer sheet and two sharpened pencils. For younger students, it will be helpful to have a marker for each one in order that he or she may focus attention on only one row of words at a time.
- The test is divided into seven parts. Each part is in a box. The students are to place an X on the correct word in each row after you have pronounced the word two times.
- This test could be administered through the use of a teacher-made tape. However, the teacher must be present to make certain that good testing procedures are followed.

DIRECTIONS
Distribute a Decoding Placement Test Answer Sheet to each student. Have them write their name and the date on the lines provided at the top of the sheet.

WRITE ON THE BOARD:

Part 1

1.	gak	taf	luf	wif	mot

Read aloud the directions given on the test answer sheet:

> **This test is to help your teacher find out very quickly what skills you need to be a better reader. The words in this test are nonsense words. They are not supposed to mean anything. Each row has a number. When your teacher calls it, look at that row only. Then your teacher will say one of the nonsense words. Choose the word in the row that sounds like the word your teacher said. Make an X through that word.**

Demonstrate this using the sample you placed on the board. Say the nonsense word **gak** two times, and show how the word should be marked in line one. Make sure the students understand they are to place the X *on* the word, not beside it, above it, or below it.

Then say:

> **When you are ready, we will begin. There are five nonsense words in each row. Look at row number one. Listen carefully. I will pronounce the word two times. After I say the word the second time, make an X on the one word in row number one that you heard me say.**

Continue:

> **Look at row number ____. The word is _______.**

Repeat each test word twice, and continue until all 35 words have been read.

Please note that the words dictated by the teacher in this test are nonsense words. Like-sounding words have been included to assist you in proper pronunciation. These words are for your use only and should not be dictated to the students.

DECODING PLACEMENT TEST

PART I	1.	gaf	(go, staff)
	2.	deb	(den)
	3.	mik	(sick)
	4.	lon	(Don)
	5.	sup	(cup)
PART II	6.	chan	(pan)
	7.	shen	(men)
	8.	tich	(rich)
	9.	nodge	(dodge)
	10.	whus	(us)
PART III	11.	blap	(clap)
	12.	gred	(bed)
	13.	tild	(build)
	14.	lomp	(stomp)
	15.	clust	(rust)
PART IV	16.	vabe	(babe)
	17.	smete	(Pete)
	18.	zike	(like)
	19.	tope	(rope)
	20.	clude	(rude)
PART V	21.	cray	(day)
	22.	teel	(feel)
	23.	kail	(sail)
	24.	spean	(lean)
	25.	soat	(boat)
	26.	loob	(moon)
	27.	shole	(pole)
PART VI	28.	nout	(out)
	29.	poin	(join)
	30.	stroy	(boy)
PART VII	31.	burf	(surf)
	32.	kird	(bird)
	33.	perm	(germ)
	34.	gard	(go, hard)
	35.	slort	(short)

Directions for Marking and Interpreting the Placement Test

This test was designed to help you place each student in the bank of decoding objectives and assessment items. There are seven parts to the Decoding Placement Test. Each part gives a preliminary indication of the student's mastery of specific objectives. Below each part on the student's Answer Sheet you will find a prescription for Level A Assessment Tests in Word Parts and Total Words.

DECODING PLACEMENT TEST—ANSWER SHEET

PART I

1.	~~gaf~~	jaf	gat	gof	gef
2.	seb	dem	~~deb~~	dib	dob
3.	nik	muk	mit	mak	~~mik~~
4.	fon	~~lon~~	~~lan~~	lop	lin
5.	rup	sut	sep	~~sup~~	sop

Prescription: [✓ Word Part 1, 2, 3, 4] [✓ Total Word 1]

Using your Answer Key, mark each test for errors only. If a student makes an error, as shown above, circle the Word Part and Total Word numbers in the prescription below that part. Students who have made one or more errors on any part of the Placement Test should be given the prescribed Level A Assessment Tests.

If a student makes 100% on the Decoding Placement Test, you may concentrate on Comprehension assessment and instruction for that student. You may also decide that the student should continue his/her progress in Decoding and may prescribe Level B (yellow) Decoding assessment and instruction. **NOTE: Level A and B Assessment Tests can be administered simultaneously. The tests are the same. Only the Answer Books differ.**

No Placement Test is provided to determine a Level B assessment prescription. Simply administer as many Level B Assessment Tests to that student as needed to obtain an adequate teaching prescription. Level A and B students may be placed in the same teacher-directed instructional group. You will need to record your Level B student's progress on a *yellow* Group Profile.

You will need to record the assessment prescriptions for each Level A student. This can be done using the inside cover of the student's Answer Book. Place a slash in the first box of each category to be tested, as shown.

PRETEST

CONTENTS

LEVEL A

WORD PARTS

Category No. Page
☒ 1 Initial Consonants 1
☒ 2 Final Consonants 1
☒ 3 Initial "Short" Vowels 2
☒ 4 Medial "Short" Vowels 2
☐ 5 Initial Consonant Digraphs 3
☐ 6 Final Consonant Di/trigraphs 3
☐ 7 Initial Consonant Blends 4
☐ 8 Final Consonant Blends 5
☐ 9 "Long" Vowels: (C)CVCe, (C)CV 5
☐ 10 Vowel Digraphs and Other Vowel Patterns 6
☐ 11 Vowel Diphthongs 7
☐ 12 Vowels plus r 7

TOTAL WORDS

Category No. Page
☒ 1 CVC, "Short" Vowel 8
☐ 2 CVC, "Short" Vowel, Initial Consonant Digraph 8
☐ 3 CVC, "Short" Vowel, Final Consonant Di/trigraph 9
☐ 4 CCVC, "Short" Vowel, Initial Consonant Blend 9
☐ 5 CVCC, "Short" Vowel, Final Consonant Blend 10
☐ 6 (C)CV, "Long" Vowel 10
☐ 7 CVCe, "Long" Vowel 11
☐ 8 (C)CVCe, "Long" Vowel, Initial Consonant Blend/Digraph 11
☐ 9 Varying Word Patterns, Digraphs and Other Vowel Patterns 12
☐ 10 Varying Word Patterns, Vowel Diphthongs 14
☐ 11 Varying Word Patterns, Vowels plus r 14

The prescription for assessment tests can also be indicated on the Group Profiles by placing a slash in the first box of each category to be tested.

DECODING ASSESSMENT TESTS

The Decoding Assessment Tests are designed to identify each student's specific instructional needs in decoding and to determine whether skills have been mastered following instruction. Decoding Assessment Tests are provided for Level A and Level B response students.

Most elementary school students will be using the Level A response Assessment Tests. However, should any student receive 100% on the Placement Test, that student should then be assessed using Level B materials. Level A and Level B Assessment Tests can be administered simultaneously. The words dictated are the same. Only the student response, and, of course, the answer book differ.

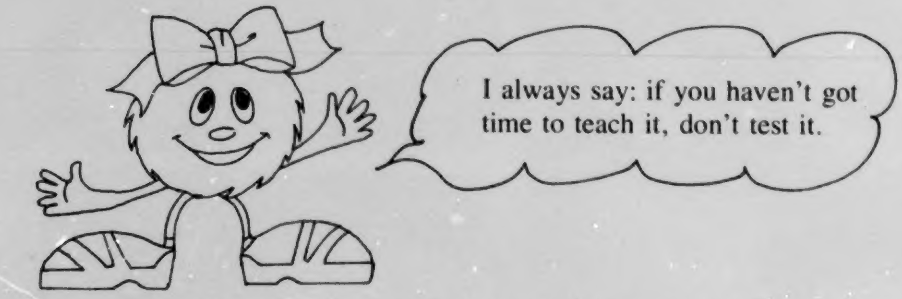
All Level A Answer Books, Answer Keys, and Group Profiles are pink; Level B materials are yellow. The tests for each Level assess the same objectives. However, the yellow Level B tests are more difficult because students are required to write word parts or total words with no visual clues. The tests on each level contain pretests and post tests for 12 Word Part categories (covering 174 objectives) and 11 Total Word categories (covering 86 objectives).

If you are teaching below third grade level, it is recommended that Word Part Categories 1 through 4 be tested initially. As students demonstrate mastery of these skills, you may then prescribe assessment and instruction from Total Word Category 1.

Teachers in Grades 3 through 5 should concentrate primarily on Total Word assessment and instruction. If students demonstrate abilities to master Total Word objectives, there is no need to prescribe Word Part Assessment Tests. If students do not demonstrate mastery, you have two options:

- You can provide Total Word instruction in the non-mastered categories.
- You can prescribe assessment and instruction in corresponding Word Part categories.

It is important that you maintain a balance between assessment and instruction. You do not need to give all tests suggested by the Decoding Placement Test, or previous student records, at once. An assessment testing session should not exceed 20 minutes at one sitting. You should grade and record the results of your initial testing session on your Profiles before administering additional tests. This will determine whether you can prescribe a sufficient amount of instruction or whether additional assessment is needed.


I always say: if you haven't got time to teach it, don't test it.

Decoding Assessment Tests should be given to small groups of students. This allows you to monitor the testing procedures carefully.

Materials for Assessment Test Administration

1 Decoding Assessment Answer Book per student
2 sharpened #2 pencils per student
Teacher's Guide Directions for Dictation
Decoding Assessment Answer Key
Group Profiles

Procedures for Administering Decoding Assessment Tests

- Each student's desk should be cleared of everything except two sharpened pencils and, if desired, a blank sheet of paper to cover the answer page as the student works. Younger students should have a card to use for focusing attention on one row at a time.
- The appropriate level Decoding Assessment Answer Books (pink for Level A or yellow for Level B) should be ready for distribution.
- You should pace the administration to allow enough time for the students to respond. *Please note that the testing session should not exceed 20 minutes at one sitting.*

DIRECTIONS
SAY: **We are going to do something that will help us find out which reading skills you know and which ones you need to learn. I am going to give you a book. Be sure that your name is written on the cover of the book. When you have done this, I will tell you what you are to do next.**

Distribute the Answer Books. Check to be certain that all students have their names on the books before proceeding.

At this time be certain that the appropriate cover page faces up: the $\boxed{\textit{pretest}}$ *side for administration of a pretest, or the* *post test* *side for a post test. Pretests and post tests may not be given at the same time because the dictated words differ.*

Read the appropriate directions as they are given in this Guide. From the test word list, say the item numeral, pronounce each word, **use it in a sentence**, and pronounce the word again. Wait until all the students have had time to make the required response.

DECODING ASSESSMENT TESTS
DIRECTIONS FOR DICTATION

WORD PART—LEVELS A AND B
PRETEST AND POST TEST ITEMS

LOCATION OF WORD PART TESTS IN ANSWER BOOKS:

WORD PART—LEVEL A (Pink)	Answer Book Page	
Category	Pretest	Post Test
1	1	①
2	1	①
3	2	②
4	2	②
5	3	③
6	3	③
7	4	④
8	5	⑤
9	5	⑤
10	6	⑥
11	7	⑦
12	7	⑦

WORD PART—LEVEL B (Yellow)	Answer Book Page	
Category	Pretest	Post Test
1	1	①
2	1	①
3	1	①
4	2	②
5	2	②
6	2	②
7	3	③
8	3	③
9	3	③
10	4	④
11	4	④
12	4	④

CATEGORY 1—Initial Consonants

WORD PART—LEVEL A
(Answer Book Page 1)

Look at the letters in the boxes beside the numeral ☐. Listen to the beginning sound of the word I am going to say. In your Answer Book, make an **X** on the letter that stands for that sound.

WORD PART—LEVEL B
(Answer Book Page 1)

Look at the letters beside the numeral ☐. The first letter is missing. Listen to the beginning sound in the word I am going to say. Write the letter that stands for the missing sound on the correct line in your Answer Book.

	PRETEST	POST TEST
1.	map	mob
2.	rat	red
3.	tug	tax
4.	sip	sob
5.	nod	net
6.	let	lot
7.	fan	fox
8.	big	bun
9.	had	hem
10.	got	gum
11.	vim	van
12.	dot	dig
13.	zip	zag
14.	kit	kid
15.	win	wag
16.	peg	pin
17.	cap	cup
18.	yam	yet
19.	jug	jig
20.	gent	germ
21.	city	center

CATEGORY 2—Final Consonants

WORD PART—LEVEL A
(Answer Book Page 1)

Look at the letters in the boxes beside the numeral ☐. Listen to the last sound of the word I am going to say. In your Answer Book, make an **X** on the letter that stands for that sound.

WORD PART—LEVEL B
(Answer Book Page 1)

Look at the letters beside the numeral ☐. The last letter is missing. Listen to the last sound in the word I am going to say. Write the letter that stands for the missing sound on the correct line in your Answer Book.

	PRETEST	POST TEST
1.	hum	jam
2.	pen	ton
3.	mat	wet
4.	cap	nip
5.	sad	sod
6.	beg	bug
7.	pal	feel
8.	bus	gas
9.	web	tub
10.	leaf	roof
11.	fox	mix
12.	look	book
13.	whiz	quiz

Note: Pronounce each word. Use it in a sentence, then pronounce the word again.

DECODING ASSESSMENT TEST
WORD PART—LEVELS A AND B (Continued)

CATEGORY 3—Initial "Short" Vowels

WORD PART—LEVEL A
(Answer Book Page 2)

Look at the letters in the boxes beside the numeral ☐. Listen to the beginning sound of the word I am going to say. In your Answer Book, make an **X** on the letter that stands for that sound.

	PRETEST	POST TEST
1.	ask	act
2.	ox	odd
3.	imp	ill
4.	us	up
5.	egg	ebb

WORD PART—LEVEL B
(Answer Book Page 1)

Look at the letters beside the numeral ☐. The first letter is missing. Listen to the beginning sound in the word I am going to say. Write the letter that stands for the missing sound on the correct line in your Answer Book.

CATEGORY 4—Medial "Short" Vowels

WORD PART—LEVEL A
(Answer Book Page 2)

Look at the letters in the boxes beside the numeral ☐. Listen to the middle sound of the word I am going to say. In your Answer Book, make an **X** on the letter that stands for that sound.

	PRETEST	POST TEST
1.	cap	sad
2.	mop	box
3.	lid	pig
4.	bug	rub
5.	met	get

WORD PART—LEVEL B
(Answer Book Page 2)

Look at the letters beside the numeral ☐. The middle letter is missing. Listen to the middle sound of the word I am going to say. Write the letter that stands for the missing sound on the correct line in your Answer Book.

CATEGORY 5—Initial Consonant Digraphs

WORD PART—LEVEL A
(Answer Book Page 3)

Look at the letters in the boxes beside the numeral ☐. Listen to the beginning sound of the word I am going to say. In your Answer Book, make an **X** on the letters that stand for that sound.

	PRETEST	POST TEST
1.	ship	shun
2.	them	that
3.	thin	think
4.	white	whip
5.	chop	chat
6.	phone	photo
7.	knot	knit
8.	wren	wrung
9.	gnat	gnash
10.	scene	scent

WORD PART—LEVEL B
(Answer Book Page 2)

Look at the letters beside the numeral ☐. The first letters are missing. Listen to the beginning sound in the word I am going to say. Write the letters that stand for the missing sound on the correct line in your Answer Book.

CATEGORY 6—Final Consonant Di/trigraphs

WORD PART—LEVEL A
(Answer Book Page 3)

Look at the letters in the boxes beside the numeral ☐. Listen to the ending sound of the word I am going to say. In your Answer Book, make an **X** on the letters that stand for that sound.

	PRETEST	POST TEST
1.	dish	mesh
2.	bath	both
3.	each	much
4.	back	duck
5.	sing	rang
6.	bank	honk
7.	graph	nymph
8.	reign	sign
9.	tough	laugh
10.	patch	witch
11.	dodge	badge

WORD PART—LEVEL B
(Answer Book Page 2)

Look at the letters beside the numeral ☐. The last letters are missing. Listen to the ending sound in the word I am going to say. Write the letters that stand for the missing sound on the correct line in your Answer Book.

DECODING ASSESSMENT TEST
WORD PART—LEVELS A AND B (Continued)

CATEGORY 7—Initial Consonant Blends

WORD PART—LEVEL A
(Answer Book Page 4)

Look at the letters in the boxes beside the numeral ☐. Listen to the beginning sounds of the word I am going to say. In your Answer Book, make an X on the letters that stand for those missing sounds.

WORD PART—LEVEL B
(Answer Book Page 3)

Look at the letters beside the numeral ☐. The first letters are missing. Listen to the beginning sounds in the word I am going to say. Write the letters that stand for the missing sounds on the correct line in your Answer Book.

	PRETEST	POST TEST
1.	skin	sketch
2.	black	blush
3.	clap	clod
4.	flat	flop
5.	glow	glum
6.	plate	pluck
7.	slide	slate
8.	brake	bread
9.	drum	drive
10.	free	from
11.	grape	grow
12.	trade	truth
13.	cry	crab
14.	press	print
15.	scare	scalp
16.	smile	smoke
17.	snap	snake
18.	spell	spin
19.	store	stay
20.	swing	swim
21.	twin	twig
22.	quit	quiz
23.	square	squad
24.	string	strap
25.	splash	split
26.	screen	scratch
27.	spray	spring
28.	shrub	shred
29.	throw	three

CATEGORY 8—Final Consonant Blends

WORD PART—LEVEL A
(Answer Book Page 5)

Look at the letters in the boxes beside the numeral ☐. Listen to the ending sounds of the word I am going to say. In your Answer Book, make an X on the letters that stand for those sounds.

WORD PART—LEVEL B
(Answer Book Page 3)

Look at the letters beside the numeral ☐. The final letters are missing. Listen to the ending sounds in the word I am going to say. Write the letters that stand for the missing sounds on the correct line in your Answer Book.

	PRETEST	POST TEST
1.	land	pond
2.	test	list
3.	lint	bent
4.	lamp	ramp
5.	task	mask
6.	clasp	gasp
7.	cold	held
8.	help	pulp
9.	milk	silk
10.	belt	colt
11.	raft	left
12.	kept	wept
13.	tact	duct
14.	burst	first

CATEGORY 9—"Long" Vowels: (C)CVCe, (C)CV

WORD PART—LEVEL A
(Answer Book Page 5)

Look at the letters in the boxes beside the numeral ☐. Listen to the word I am going to say. In your Answer Book, make an X on the letter that stands for the missing sound.

WORD PART—LEVEL B
(Answer Book Page 3)

Look at the letters beside the numeral ☐. One letter is missing. Listen to the word I am going to say. Write the letter that stands for the missing sound in your Answer Book.

	PRETEST	POST TEST
1.	cake	fade
2.	kite	time
3.	rope	bone
4.	cute	mule
5.	Pete	theme
6.	rule	rude
7.	be	we
8.	go	no
9.	my	by

CATEGORY 10—Vowel Digraphs and Other Vowel Patterns

WORD PART—LEVEL A
(Answer Book Page 6)

Look at the letters in the boxes beside the numeral ☐. Listen to the word I am going to say. In your Answer Book, make an X on the letters that stand for the missing sound.

WORD PART—LEVEL B
(Answer Book Page 3)

Look at the letters beside the numeral ☐. Listen to the word I am going to say. Write the letters that stand for the missing sound in your Answer Book.

	PRETEST	POST TEST
1.	keep	peep
2.	meal	leap
3.	chief	thief
4.	seize	deceit
5.	key	money
6.	happy	sunny
7.	say	day

	PRETEST	POST TEST
8.	they	obey
9.	tail	wait
10.	weigh	freight
11.	great	break
12.	rein	vein
13.	toe	hoe
14.	boat	load
15.	show	blow
16.	fold	most
17.	mind	child
18.	tie	pie
19.	sigh	high
20.	few	mew
21.	cue	hue
22.	soup	group
23.	to	do
24.	fool	food
25.	canoe	shoe
26.	threw	chew
27.	true	blue
28.	suit	fruit
29.	pull	bush
30.	wood	book
31.	saucer	pause
32.	paw	jaw
33.	walk	talk
34.	caught	taught
35.	bought	thought
36.	soft	strong

DECODING ASSESSMENT TEST
WORD PART—LEVELS A AND B (Continued)

CATEGORY 11—Vowel Diphthongs

WORD PART—LEVEL A
(Answer Book Page 7)

Look at the letters in the boxes by the numeral ☐. Listen to the word I am going to say. In your Answer Book, make an **X** on the letters that stand for the missing sound.

WORD PART—LEVEL B
(Answer Book Page 4)

Look at the letters beside the numeral ☐. Listen to the word I am going to say. Write the letters that stand for the missing sound in your Answer Book.

	PRETEST	POST TEST
1.	mouth	shout
2.	cow	down
3.	oil	coin
4.	boy	toy

CATEGORY 12—Vowels plus r

WORD PART—LEVEL A
(Answer Book Page

Look at the letters in the boxes beside the numeral ☐. Listen to the word I am going to say. In your Answer Book, make an **X** on the letters that stand for the missing sound.

WORD PART—LEVEL B
(Answer Book Page 4)

Look at the letters beside the numeral ☐. Listen to the word I am going to say. Write the letters that stand for the missing sound in your Answer Book.

	PRETEST	POST TEST
1.	her	term
2.	hurt	burn
3.	sir	stir
4.	work	worm
5.	earth	learn
6.	fear	clear
7.	deer	cheer
8.	fierce	pier
9.	fair	chair
10.	care	mare
11.	bear	pear
12.	there	where
13.	corn	storm
14.	board	roar
15.	shore	core
16.	door	floor
17.	yard	dark

DECODING ASSESSMENT TESTS
DIRECTIONS FOR DICTATION

TOTAL WORD—LEVELS A AND B
PRETEST AND POST TEST ITEMS

LOCATION OF TOTAL WORD TESTS IN ANSWER BOOKS:

TOTAL WORD—LEVEL A (Pink) Category	Answer Book Page Pretest	Answer Book Page Post Test	TOTAL WORD—LEVEL B (yellow) Category	Answer Book Page Pretest	Answer Book Page Post Test
1	8	8	1	5	5
2	8	8	2	5	5
3	9	9	3	5	5
4	9	9	4	5	5
5	10	10	5	6	6
6	10	10	6	6	6
7	11	11	7	6	6
8	11	11	8	6	6
9	12	12	9	7	7
10	14	14	10	8	8
11	14	14	11	8	8

DECODING ASSESSMENT TEST
TOTAL WORD—LEVELS A AND B (Continued)

TOTAL WORD—LEVEL A: Look at line number ☐. I am going to say a word. Find the word I say and make an **X** on it. Listen carefully.

TOTAL WORD—LEVEL B: Look at line number ☐. I am going to say a word. Write the word I say next to the numeral. Listen carefully.

PRETEST POST TEST

Category 1
CVC, "Short" Vowel

1(1)	ram	fan
(2)	mat	nab
2(1)	him	tip
(2)	fit	dim
3(1)	not	log
(2)	rob	sod
4(1)	hum	hut
(2)	bus	sun
5(1)	met	hen
(2)	yes	peg

Category 2
CVC, "Short" Vowel,
Initial Consonant Digraph

1(1)	shag	chap
(2)	than	wrap
2(1)	ship	chip
(2)	chin	whip
3(1)	shot	knock
(2)	chop	shot
4(1)	shun	chug
(2)	thud	shut
5(1)	shed	wren
(2)	when	then

Category 3
CVC, "Short" Vowel, Final Consonant Di/trigraph

1(1)	dash	hang
(2)	path	badge
2(1)	dish	rich
(2)	with	ridge
3(1)	gosh	lock
(2)	rock	gong
4(1)	rush	much
(2)	hutch	sunk
5(1)	mesh	fetch
(2)	Beth	neck

Category 4
CCVC, "Short" Vowel, Initial Consonant Blend

1(1)	span	glad
(2)	trap	brag
2(1)	twin	grip
(2)	slim	slit
3(1)	plod	flop
(2)	smog	spot
4(1)	stun	stub
(2)	gruff	drum
5(1)	fret	sled
(2)	bled	sped

PRETEST POST TEST

Category 5
CVCC, "Short" Vowel
Final Consonant Blend

1(1)	band	pact
(2)	cast	rant
2(1)	silk	lisp
(2)	tint	risk
3(1)	bond	soft
(2)	pomp	cost
4(1)	dusk	bump
(2)	hunt	fund
5(1)	felt	tent
(2)	bend	melt

Category 6
(C)CV, "Long" Vowel

1.	me	he
2.	go	so
3.	by	my

Category 7
CVCe, "Long" Vowel

1(1)	came	tape
(2)	fate	lake
2(1)	hide	bite
(2)	wife	tile
3(1)	robe	woke
(2)	code	mope
4(1)	cube	fume
(2)	mule	pure
5(1)	tube	dune
(2)	June	rude

Category 8
(C)CVCe, "Long" Vowel,
Initial Consonant Blend/Digraph

1(1)	shape	scale
(2)	skate	stage
2(1)	shine	chime
(2)	white	slide
3(1)	choke	grope
(2)	drove	wrote
4(1)	brute	plume
(2)	fluke	prune

DECODING ASSESSMENT TEST
TOTAL WORD—LEVELS A AND B (Continued)

TOTAL WORD—LEVEL A: Look at line number ☐. I am going to say a word. Find the word I say and make an **X** on it. Listen carefully.

TOTAL WORD—LEVEL B: Look at line number ☐. I am going to say a word. Write the word I say next to the numeral. Listen carefully.

PRETEST POST TEST

Category 9
Varying Word Patterns,
Digraphs, etc.

1(1)	jay	bay
(2)	say	clay
2(1)	they	convey
3(1)	paid	claim
(2)	trail	sprain
4(1)	eight	weight
(2)	neigh	sleigh
5(1)	great	break
6(1)	rein	skein
7(1)	feed	tweed
(2)	speed	screen
8(1)	flea	teach
(2)	wheat	breathe
9(1)	chief	grief
(2)	priest	shield
10(1)	receive	deceive
(2)	ceiling	conceit
11(1)	trolley	turkey
(2)	valley	chimney
12(1)	baby	sunny
(2)	happy	pretty
13(1)	mew	pew
14(1)	cue	argue
15(1)	soup	youth
16(1)	spook	troop
(2)	school	boost
17(1)	jewel	flew
(2)	threw	chew
18(1)	true	due
(2)	blue	glue
19(1)	suit	juice
20(1)	put	full
21(1)	wood	shook
(2)	stood	brook
22(1)	find	child
23(1)	pies	dried
(2)	lied	flies
24(1)	night	slight
(2)	thigh	bright
25(1)	toe	hoe
26(1)	road	croak
(2)	coax	float
27(1)	row	bowl
(2)	crow	shown
28(1)	fold	both
29(1)	cause	sauce
30(1)	law	draw
31(1)	dog	cost

PRETEST POST TEST

Category 10
Varying Word Patterns,
Vowel Diphthongs

1(1)	out	sound
(2)	mouse	ground
2(1)	now	allow
(2)	powder	flower
3(1)	joy	coy
(2)	tomboy	enjoy
4(1)	spoil	avoid
(2)	point	boil

Category 11
Varying Word Patterns,
Vowels plus r

1.	perch	fern
2.	blur	churn
3.	third	twirl
4.	word	world
5.	earth	heard
6.	pair	chair
7.	mare	scare
8.	bear	wear
9.	year	smear
10.	jeer	steer
11.	thorn	born
12.	oar	roar
13.	core	shore
14.	yard	march

DIRECTIONS FOR MARKING AND INTERPRETATION

Using the color-coded Decoding Assessment Answer Keys, mark the student responses. In Level A, more than one answer in a row is an incorrect response.

In the Word Part categories, there is one test item for each performance objective. However, in the Total Word categories, some performance objectives are assessed with two test items and some with only one. If there are two test items, ***both*** must be correct for mastery.

All items that are not answered correctly indicate objectives which must be taught. Each test item, or pair of items, is numbered to correspond to the objectives shown on the Individual Pupil Profile and the Group Profile, as well as to the DORT Decoding Instructional Kit.

DECODING GROUP PROFILES

Your Decoding Group Profile functions as your daily record of student progress in DORT. It provides you with a means of recording data for individual students and for the entire class. There are spaces for each student's name and horizontal headings corresponding to the decoding skill objectives of each category.

There are four different Profiles included in the Decoding Assessment Kit. You should use only those Profiles appropriate to your classroom needs.

- As elementary teachers, you will probably use only pink, Level A Profiles.
- If you are teaching below Grade 3, you are responsible for both the Word Part Profile and the Total Word Profile.
- If you are teaching Grades 3 through 5 you are responsible primarily for the Total Word Profile. If you give Word Part assessment and instruction to some of your students, you will also record on the Word Part Profile for those students.

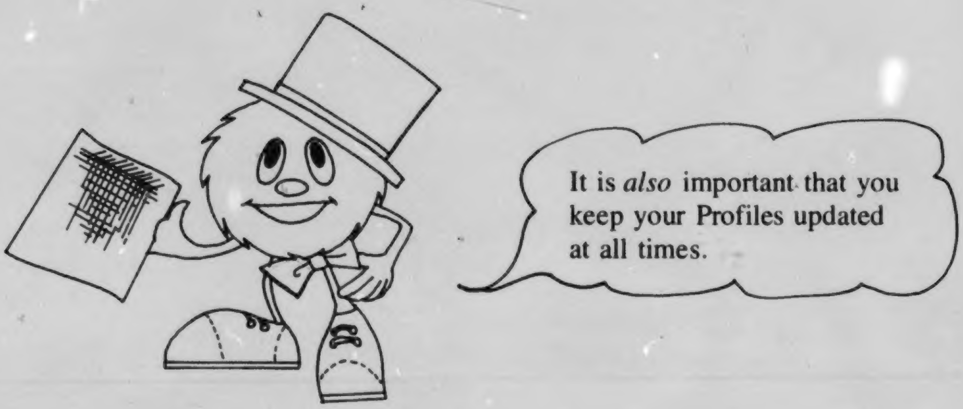
It is best to use lead pencils when marking your Group Profiles. The following markings are to be used:

☒ Student tested, needs mastery
■ Student has mastered objective

Stages of Marking the Profile

- After scoring Assessment Tests, you will record test results on your Profile.
- After providing instruction, you will use the Profile to record skill mastery, if achieved.

It is important that you schedule time to transfer pretest and post test results on your Profile.


It is *also* important that you keep your Profiles updated at all times.

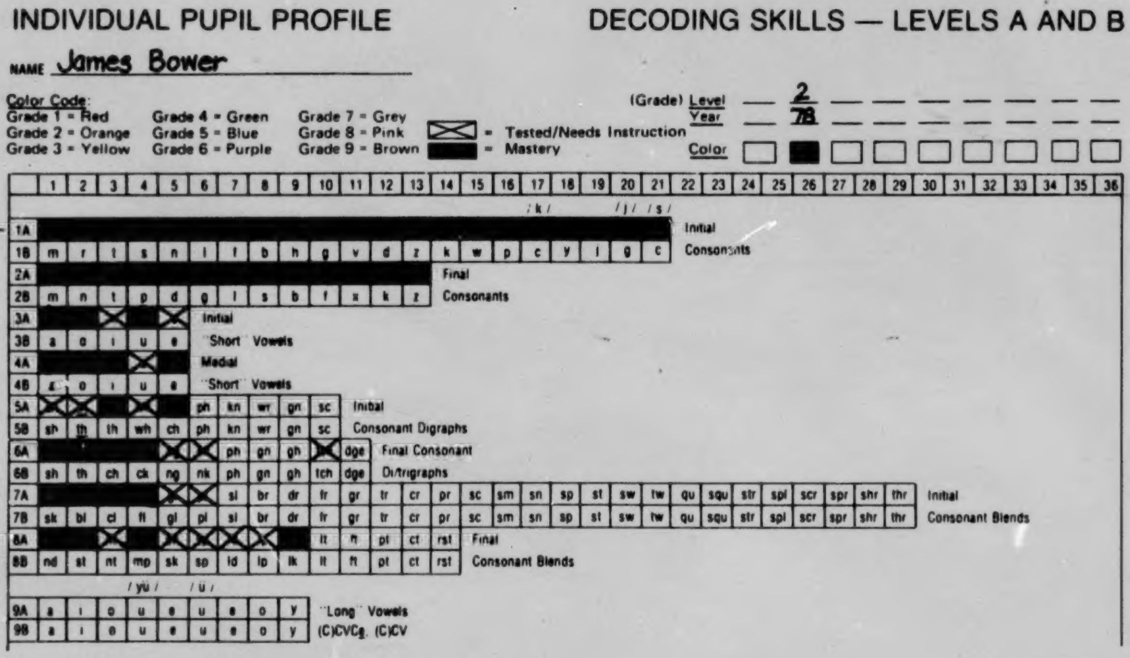
Instructional Management Using Your Group Profile. Your Group Profile is your record of student instructional needs. You should keep your Group Profile with you whenever you are providing reading instruction, even during your regular reading periods. A *horizontal* scan will quickly tell you exactly which decoding skills a particular student has mastered and which skills still need to be worked. A *vertical* scan of the spaces with X's will help you determine how to group students for skill-focused instruction from the DORT Decoding Instructional Kit.

INDIVIDUAL PUPIL PROFILE—DECODING

At the end of the school year, or when a student transfers from your class, you must record the data from your Group Profile on each student's Individual Pupil Profile. The same markings are to be used:

☐ Skill not tested
☒ Skill tested, needs instruction
■ Student has mastered objective

Look carefully at the sample Profile below. Notice that for each decoding skill there are two rows of boxes, one for Level A and one for Level B. As elementary teachers you will probably use the Level A boxes only.



INDIVIDUAL PUPIL PROFILE

DECODING SKILLS — LEVELS A AND B

NAME James Bower

Color Code:
Grade 1 = Red
Grade 2 = Orange
Grade 3 = Yellow
Grade 4 = Green
Grade 5 = Blue
Grade 6 = Purple
Grade 7 = Grey
Grade 8 = Pink
Grade 9 = Brown

☒ = Tested/Needs Instruction
■ = Mastery

(Grade) Level __ 2 __ __ __ __ __ __ __
Year __ 78 __ __ __ __ __ __ __
Color ☐ ■ ☐ ☐ ☐ ☐ ☐ ☐ ☐

WORD PART CATEGORIES

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
																	/k/			/j/	/s/																
1A	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■																Initial
1B	m	r	t	s	n	l	f	b	h	g	v	d	z	k	w	p	c	y	j	g	c																Consonants
2A	■	■	■	■	■	■	■	■	■	■	■	■	■																								Final
2B	m	n	t	p	d	g	l	s	b	f	x	k	z																								Consonants
3A	■	■	☒	■	☒																																Initial
3B	a	o	i	u	e																																"Short" Vowels
4A	■	■	■	☒	■																																Medial
4B	a	o	i	u	e																																"Short" Vowels
5A	☒	☒	■	☒	■	ph	kn	wr	gn	sc																											Initial
5B	sh	th	th	wh	ch	ph	kn	wr	gn	sc																											Consonant Digraphs
6A	■	■	■	■	☒	☒	ph	gn	gh	☒	dge																										Final Consonant
6B	sh	th	ch	ck	ng	nk	ph	gn	gh	tch	dge																										Di/trigraphs
7A	■	■	■	■	☒	☒	sl	br	dr	fr	gr	tr	cr	pr	sc	sm	sn	sp	st	sw	tw	qu	squ	str	spl	scr	spr	shr	thr								Initial
7B	sk	bl	cl	fl	gl	pl	sl	br	dr	fr	gr	tr	cr	pr	sc	sm	sn	sp	st	sw	tw	qu	squ	str	spl	scr	spr	shr	thr								Consonant Blends
8A	■	■	☒	■	☒	☒	☒	☒	■	lt	ft	pt	ct	rst																							Final
8B	nd	st	nt	mp	sk	sp	ld	lp	lk	lt	ft	pt	ct	rst																							Consonant Blends
				/yü/		/ü/																															
9A	a	i	o	u	e	u	e	o	y																												"Long" Vowels
9B	a	i	o	u	e	u	e	o	y																												(C)CVCe, (C)CV

You will record on a Profile for all students new to the DORT Decoding Assessment/Instructional Kits. Otherwise, you will continue recording on the Profiles received from your students' previous DORT teachers. Note the color-code designated for your grade level. If you do not have a pencil that color, indicate the color you use in the appropriate space provided in the upper right-hand corner.

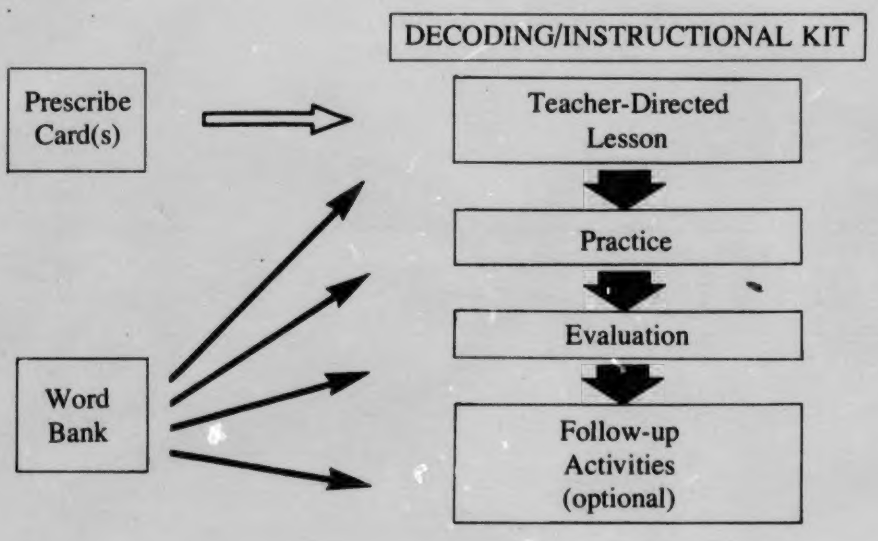
DECODING INSTRUCTIONAL KIT

Your Decoding Instructional Kit provides you with lesson plans that focus on every one of the 260 DORT Decoding skills. These lessons are contained on teacher cards that are numbered to match your Decoding Assessment materials, and your Decoding Profiles.

Cards pertaining to Word Part instruction are located in the front section of the Kit. Total Word instructional cards are included in the back section.

There is one teacher card provided for every skill in a category. For each category, you are also given one or more Review Cards. These may be used to present instruction in all skills for a particular category.

The following chart illustrates the general sequence you might use when presenting a DORT Decoding lesson:


DECODING/INSTRUCTIONAL KIT
Prescribe Card(s)
Teacher-Directed Lesson
Practice
Evaluation
Word Bank
Follow-up Activities (optional)

Level A and Level B

As elementary teachers, most of your students will place at Level A and will be assessed at that level. They will respond to multiple-choice test items or questions that provide visual clues. For example, Level A students would not be expected to recall the spelling of an entire word to show they can recognize the initial consonant sound. This type of response would be appropriate for students placing in Level B.

Your Teacher Cards provide you with teacher-directed lessons and independent student activities that are clearly labeled Level A and Level B. This will prove useful in at least two important ways:

- In DORT, you group students according to the skills they need to master, not by Level. In some instances you may be presenting a skill-focused lesson to a group that includes both Level A and Level B students. The teacher card activities provide for that possibility. You will be concentrating on the same skill, but you may select Level A response questions for Level A students and Level B questions for Level B students.
- Many of your Level A students may grasp the particular skill well enough during instruction to be able to respond at Level B. This is to be encouraged. The teacher cards are designed to provide you with a great deal of flexibility. On the spot you can switch to Level B response questions if you feel this is more appropriate for your students.

Teacher-Directed Lessons

Every instructional card begins with a teacher-directed lesson that generally progresses in the same way. First you begin by letting the students *hear* the word or sound you are teaching. The ear signals the auditory portion of the lesson. Next, you present the skill visually — letting the students *see* the letter or words. The visual part of your presentation is represented by the eye. Often the lesson ends by providing students with kinesthetic experience. Students write or trace letters, fill in blanks, and so forth. A hand symbolizes this part of the activity.

Practice

Each card provides you with one or more Practice activities that directly reinforce the skills and ideas of your initial presentation. It is recommended that you follow your teacher-directed lesson with a practice activity. It takes approximately 10 to 15 minutes to present the teacher-directed lesson and one practice activity.

Evaluation

An evaluation activity is provided to help you assess student mastery of the skill. You may have already determined through observation that skill mastery has been achieved. This activity helps you verify your observations. If time permits, you can administer the evaluation activity directly after instruction or you may evaluate on another day.

After mastery has been determined through evaluation, you should then shade in the box for that skill on your Group Profile.

Reteaching and Reinforcing Skills

Your Decoding Instructional cards provide you with several alternatives for reteaching or reinforcing specific skills:

- Follow-up Activities are provided on all Word Part cards. There is a teacher-directed activity, useful for reteaching, and an independent activity that reinforces the skill.
- Word Bank vocabulary lists are provided on all Word Part cards. Word Bank vocabulary always contains the particular sound class treated in the instruction. Simple words are listed on the left, corresponding to the vocabulary of young students. More advanced vocabulary words are listed on the right. You may substitute these words in games and review activities to reteach or reinforce the particular sound. In fact, you use Word Bank vocabulary to create a new Practice or Follow-up Activity from the ones provided on the card.
- An Independent Activity is provided on all Total Word cards. These are particularly useful in reinforcing skills that have already been mastered.

Key to Symbols Used on the Cards

👂	**Auditory activity**	•	**Materials needed**
👁	**Visual activity**	/a/	**Sound representation**
✋	**Kinesthetic activity**	a	**Letter representation**
🍎	**Teacher directed follow-up activity**	C	**Single consonant sound represented by one letter, a digraph, or a trigraph**
☺	**Independent student activity**	CC	**Consonant blend represented by two or three letters**
💬	**Representative words**	VV	**Vowel digraph or vowel diphthong**
✓	**Items that should be written on the board or on paper before the lesson begins**		

On every card, the actual words a teacher says appear in color.
Each expected student response or answer appears in *italics*.

Preparation and Planning Suggestions

- It is important that you plan your presentations and select additional activities to suit your students' abilities and needs. It is also important that you have the appropriate materials or boardwork available *before* you begin the presentation.
- Your presentation should be near a chalkboard or near an outlet for an overhead projector.
- The materials needed for Decoding Instructional activities are minimal and simple. If you keep the following supplies near your instructional center, you will always be prepared: newsprint, construction paper, scissors and 3 X 3 inch squares of heavy paper for response cards, crayons, extra pencils, and writing paper.

- Independent and evaluation activities may be put on charts or posters and kept from year to year.
- Give positive reinforcement. Acknowledge a student's correct response. Assist a student in correcting his/her responses.
- Encourage individual participation and keep your teacher-directed instructional groups small. Responses by the group as a whole should be kept to a minimum. Individual responses bring best results.

DORT COMPREHENSION ASSESSMENT AND INSTRUCTIONAL KITS

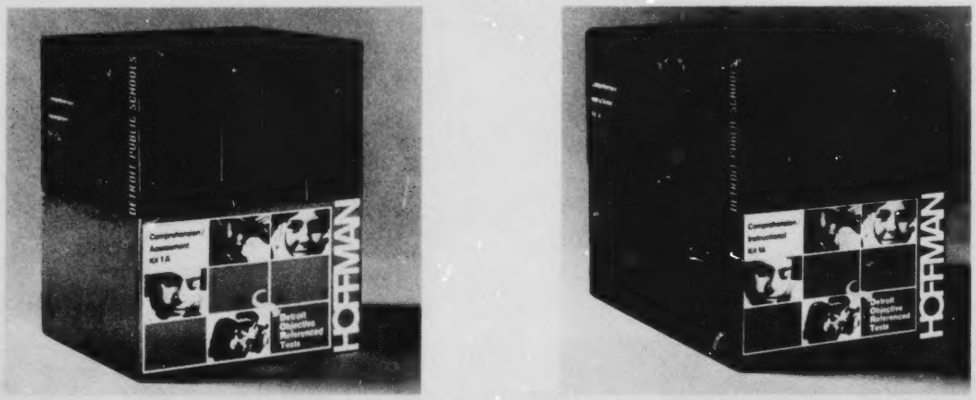
The Comprehension Assessment and Instructional Kits are vital components of the DORT diagnostic/prescriptive systems approach to reading. The assessment and instructional materials relate to an organized set of specific comprehension skills that a student must master to be a proficient reader. For each comprehension skill, DORT provides performance objectives, assessment tests, instructional activities, and recommended procedures for application, extension, and enrichment. Its purpose is to identify where students are, predict where they should be going, spell out the kinds of educational experiences they should have along the way, and determine when they've arrived.

DORT comprehension materials can be used with any core reading program. They can be used with individual students or with an entire class. However, the instructional sessions are generally most effective with groups of six or fewer students who have similar instructional needs.

The DORT Assessment and Instructional Kits will add structure and specificity to your reading program while preserving your instructional options. The assessment tests help you to determine the exact comprehension skills your students need to master. The DORT record-keeping forms allow you to keep track of each student's progress. Teacher-directed lessons and independent seatwork activities are provided to help you give single-skill-focused instruction as needed along with your normal core reading instruction.

All of this is designed to make a good reading program even better.

As an elementary school teacher, you will have two DORT Comprehension Kits in your classroom, one containing assessment materials, the other, instructional materials.


DETROIT PUBLIC SCHOOLS
Comprehension Assessment Kit 1A
Detroit Objective Referenced Tests
HOFFMAN
DETROIT PUBLIC SCHOOLS
Comprehension Instructional Kit 1A
Detroit Objective Referenced Tests
HOFFMAN

The color and number of your Kits will depend on the grade level you are teaching.

DORT Comprehension Assessment/Instructional Kits		
Number	Color of Kit and Materials	Grade Level
1A	Green	1, 2, and 3
1B	Blue	4 and 5
(2)	(Purple)	(Middle Schools)

There are no variations in the comprehension skills treated in Kits 1A and 1B. In Kit 1B, however, the test items and reading selections reflect a higher level of difficulty.

DORT Comprehension Skills

The comprehension dimension in this System provides for the development of each student's ability to transform words and word sequences into meaningful ideas. These ideas may be literal in nature and stated within the printed message, or they may be interpretive in nature and inferred from the passage. There are four major comprehension skill categories in DORT:

DETAIL (D): Assessment of literal comprehension skills with answers to all questions available within the selection.

VOCABULARY (V): Assessment of meaningful reading vocabulary, including structural analysis skills.

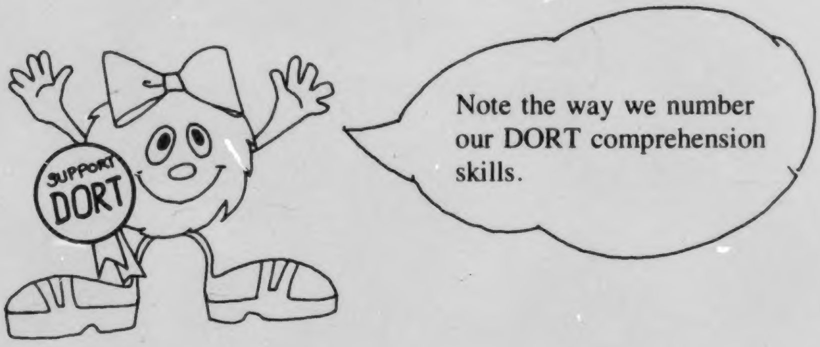
INFERENCE (I): Assessment of critical comprehension skills with answers to questions based upon information in the selections, but not explicitly stated.

GENERALIZATION (G): Assessment of critical comprehension skills with answers to questions requiring classification or categorization of information in the selections.

Each of these major categories has been divided into subcategories. At Levels 1A and 1B, for example, Detail contains nine subcategories:

DETAIL

Recognizing Details	D-1
Recognizing Main Ideas	D-2
Recognizing Cause and Effect Relationships	D-3
Recognizing Topic Sentences	D-4
Recognizing Essential and Nonessential Details	D-5
Locating Information—Verifying Statements	D-6
Locating Information—Reading to Prove a Point	D-7
Locating Information—Answering Questions	D-8
Interpreting Punctuation	D-9


SUPPORT DORT
Note the way we number our DORT comprehension skills.

For each subcategory there is a comprehension assessment item with a performance objective, a test selection, and questions to assess student mastery of the objective. DORT also includes instructional materials that focus on each subcategory skill and provide you a means for evaluating skill mastery. In addition, there is a post test for each major category. These post tests merge the subcategory skills into comprehensive tests that measure student mastery of an entire comprehension category.

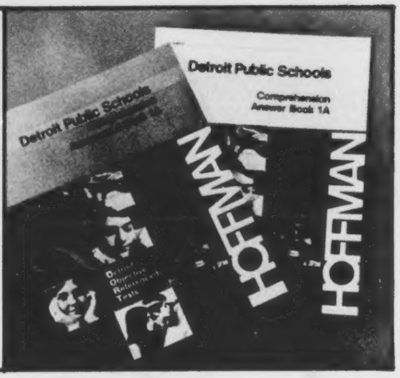
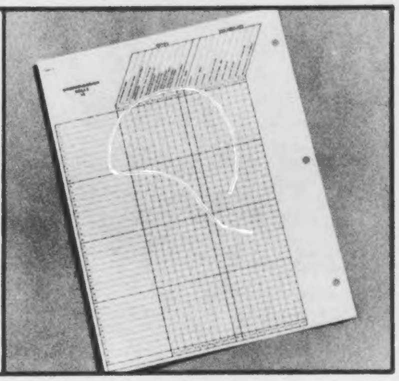
Many of the DORT subcategory objectives relate to the Michigan Educational Assessment Program and the Detroit City-wide Objectives. A cross-index of these objectives can be found at the end of this Guide.

Procedures for Implementing the DORT Comprehension System

The chart on the next pages illustrates the steps you take in implementing the DORT Comprehension System and the materials used at each step. The remaining section of this Guide will explain in detail how to use each Comprehension component.

DORT COMPREHENSION SYSTEM

TESTING

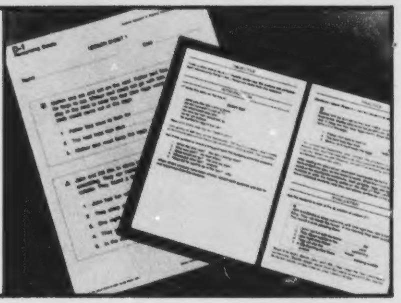
WHAT TO DO	WHAT TO USE	
ENTRY STEP: (one time only) DETERMINE PLACEMENT	Detroit Public Schools Comprehension Placement Test HOFFMAN	**Placement Test Informal Reading Survey**
STEP ONE: ASSESS APPROPRIATE NUMBER OF SKILLS IN DETAIL (D), VOCABULARY (V), INFERENCE (I), GENERALIZATION (G) AND SCORE TEST	 Detroit Public Schools Comprehension Answer Book 1A Detroit Public Schools HOFFMAN HOFFMAN	**Assessment Tests**
STEP TWO: RECORD MASTERY/NON-MASTERY OF SKILLS		**Group Profile**

WHAT TO DO **WHAT TO USE**

TEACHING

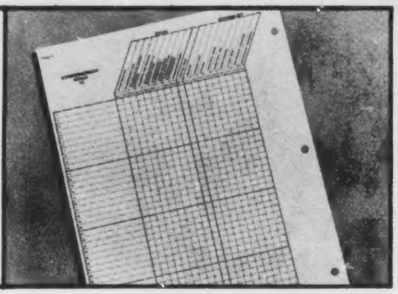
STEP THREE:

INSTRUCT IN NON-MASTERED SKILLS



Teacher Cards and Lesson Sheets

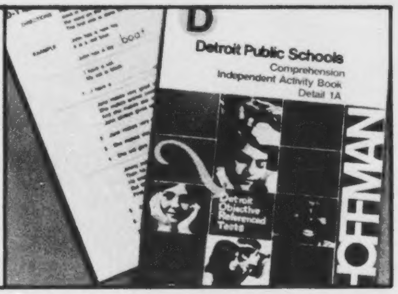
STEP FOUR:
RECORD NEWLY MASTERED SKILLS



Group Profile

STEP FIVE:

ASSIGN INDEPENDENT ACTIVITIES FOR SKILL REINFORCEMENT



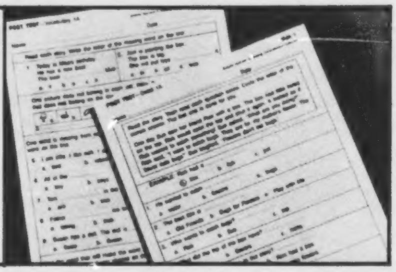
D
Detroit Public Schools
Comprehension
Independent Activity Book
Detail 1A
Detroit Objective Referenced Tests
HOFFMAN

Independent Student Activities

TESTING

STEP SIX:

POST TEST WHEN SKILLS FROM AN ENTIRE CATEGORY ARE MASTERED



Category Post Tests

EXITING STEP: (one time a year)
RECORD INDIVIDUAL'S PROGRESS FOR RECEIVING TEACHER

Individual Pupil Profile

COMPREHENSION ASSESSMENT KIT

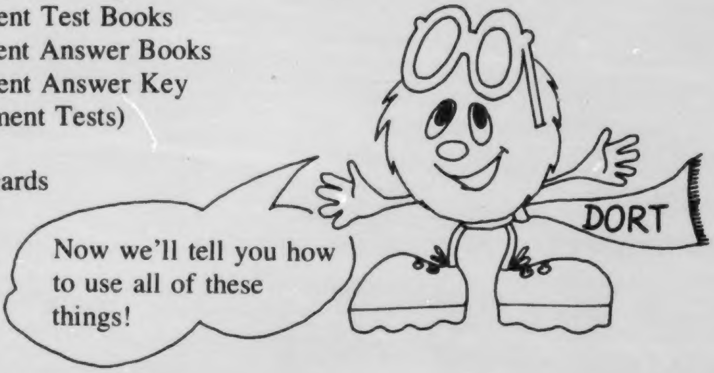
The Comprehension Assessment Kit provides you with the materials needed to diagnose each student's ability to master specific reading comprehension skills.

There are three types of testing instruments and procedures within DORT:

- **Placement Tests**
  This is a convenient screening device, administered only when students are entering a DORT Comprehension Kit for the first time. The purpose is to determine if the designated Kit for your grade is too difficult for any of your students.
- **Assessment Tests**
  These are designed to identify each student's specific instructional needs in reading comprehension. The number and type of assessment tests administered at one time will vary according to the student's abilities and the teacher's instructional management plans.
- **Post Tests**
  There are two types of post tests in DORT:
  - Single-skill post tests are an integral part of the lessons in the Comprehension Instructional Kit, and are used to determine student mastery of a particular subcategory skill.
  - Category post tests measure student mastery of all skills within a major comprehension category. There are post tests for each of the four major categories.

Your Comprehension Assessment Kit contains:

10 Comprehension Placement Test Books
40 Comprehension Placement Test Answer Sheets (on a pad)
1 Comprehension Placement Test Answer Key (a punched card to be placed over the answer sheets for rapid marking)
10 Comprehension Assessment Test Books
30 Comprehension Assessment Answer Books
1 Comprehension Assessment Answer Key (for marking the Assessment Tests)
1 Group Profile record
30 Individual Pupil Profile cards
1 Word List


Now we'll tell you how to use all of these things!
DORT

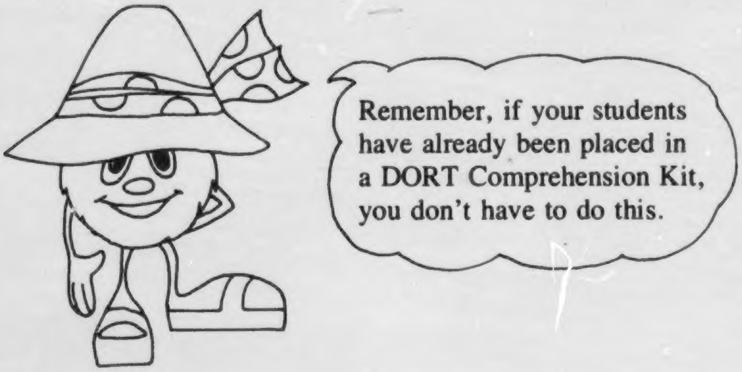
COMPREHENSION PLACEMENT TEST

The Comprehension Placement Test is a type of informal reading inventory designed to help you screen students who may not succeed in your designated Comprehension Kits because of reading level difficulties. The test is also useful in determining the reading levels of students so that they can be placed in appropriate instructional materials such as basal readers, library books, kits, and so forth. This test should only be given to students who are entering DORT Comprehension Assessment/Instructional Kits for the first time. If some of your students' Individual Pupil Profiles show that they have been working in the DORT Comprehension Kits from their previous school year, you should NOT administer the Placement Test to these students. These students will simply continue in the Kits that have been designated for your classroom.

As you study the directions and examine the Placement Test, you will observe that the questions are coded to indicate the major comprehension categories in the DORT system (D = Detail, V = Vocabulary, I = Inference, and G = Generalization).

A note of caution: The test is designed to serve a preliminary screening purpose. Therefore, only give instructions on testing procedures. No help should be given with test questions or vocabulary.

This test can be very useful to you. It can be administered to a small or large group and you can obtain a general comprehension level as well as an indication of specific areas of difficulty.


Remember, if your students have already been placed in a DORT Comprehension Kit, you don't have to do this.

Materials Needed to Administer the Placement Test

1 Comprehension Placement Test Book per student
1 Comprehension Placement Test Answer Sheet per student
2 sharpened #2 pencils with erasers per student
1 Comprehension Placement Test Answer Key overlay

General Placement Test Procedures

- Each student's desk should be cleared of everything except two sharpened pencils.
- You should have a copy of the test book and answer sheet for demonstrating procedures.
- It is important that students understand what they are to do and how they are to record their answers. You should read the directions with the students and give further explanation on the basis of their needs. Help should not be given with specific questions, but only on how to respond to the questions.
- You should record the time that the students begin the test on the board.
- During the test, you should move about the room to give further assistance to students who need help understanding the response procedures. You may also help students make decisions regarding the point at which they should stop the test.
- Since the test is a diagnostic instrument, rigid time limits are not prescribed. The students should be instructed to go as far as they can. It is recommended, however, that no student spend more than 30 minutes at a time on the test. If a student has not stopped the test within 30 minutes, that student may complete the test on the following day. The time spent by a child on the test provides useful information for making instructional judgments. Consequently, the time may be recorded next to the student's name when the test is handed in.

DIRECTIONS

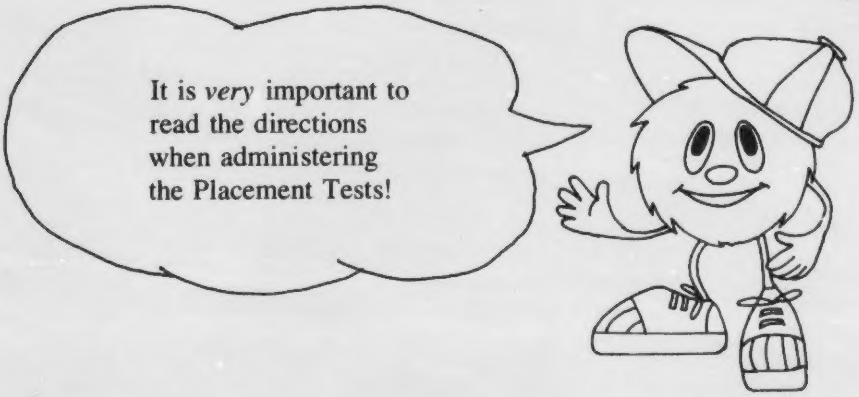
Distribute the Comprehension Placement Test books and Answer Sheets.

WRITE ON THE BOARD:

LEVEL: P
The bug was green and ugly.
(D) 1. The bug was ______.
a. red b. blue c. green

Page **2** Level: P

D	1.	a	b	c
V	2.	a	b	c
I	3.	a	b	c


It is *very* important to read the directions when administering the Placement Tests!

SAY:

You are going to take a reading checkup which will help us find out what kind of help you need in reading and which reading books are best for you. On your desk you have a book and an answer sheet. Please write your name and the date on the lines at the top of the answer sheet. Do not write in the book at all.

Now open your book to page 1. Read the directions at the top of the page to yourself while I read them aloud.

CONTINUE:

On your desk you should have a test booklet and an answer sheet. There is a box on the answer sheet for each page in your test booklet. Please do not write in your test booklet.

Read each test selection carefully. Then read the questions under the selection. On your answer sheet place an X on the letter of your answer.

Some of the reading will be easy and some of it will be hard. Do your best.

Make sure the students understand how to match the test page to the appropriate answer square on the answer sheet. Point to the page number label above the sample answer square you have drawn on the board. Ask the students for the page number that goes with your sample answer square (page 2).

Next, demonstrate how the students are to mark their answers. Read the sample test item you have written on the board aloud. Also read the alternative answers. Ask the class to tell you the *letter* of the correct answer (letter **c**).

Demonstrate on the board how to answer the item. Place the X on letter **c** in line 1. Explain the importance of placing the X *on* the letter, not beside it or above it. Point out that you answered on line 1 because it was question 1.

THEN SAY:
Please look at the first selection on page 1 of your test booklet. Point to the selection.
CONTINUE:

You are to read each test selection and then answer the questions that follow. When you finish a set of questions, go on to the next test. If you get to a selection that is too hard for you to read, raise your hand. I will come and pick up your book and answer sheet.

Check to see if there are any students who do not know how to respond. Give further explanation, if necessary, without reading any of the selections or questions in the test.

SAY:

When you are ready, you may begin by reading the first selection to yourself. Remember to answer the questions after each selection. Try to do your best. You will have enough time to read carefully.

Remember, DO NOT WRITE IN THE TEST BOOK. BE SURE THAT THE PAGE NUMBER IN YOUR BOOK IS THE SAME AS THE PAGE NUMBER ON YOUR ANSWER SHEET WHEN YOU ARE MARKING THE ANSWERS.

Scoring the Placement Test. Use the Comprehension Placement Test Answer Key overlay to mark each test for errors. More than one answer is counted as an incorrect response. Therefore, before using your overlay, check to see if your students have recorded more than one answer. Unanswered items are also considered incorrect.

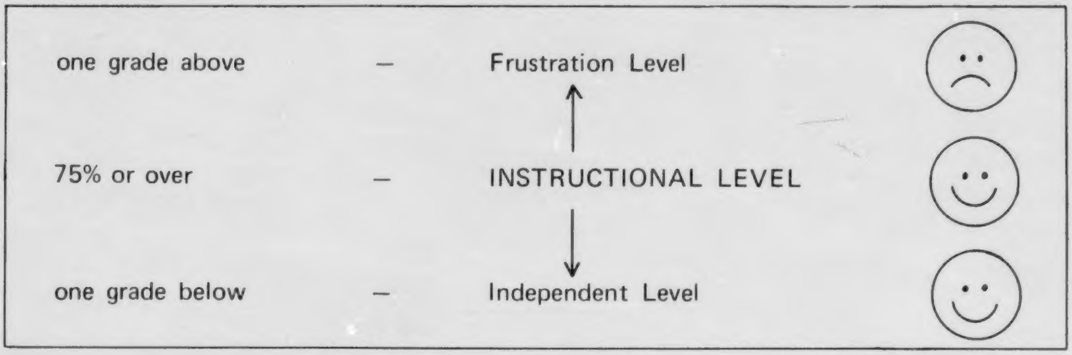
After marking the test, count the number of incorrect responses and fill in the percentage scores for each level. The Table below gives you the percentage scores.

Comprehension Level Scoring Table

		Number of Incorrect Answers							
Level	Total No. of Questions	0	1	2	3	4	5	6	7
PP&P	5	100%	80%	60%	40%	20%			
1&2	6	100%	83%	67%	50%	33%	17%		
3&4	7	100%	86%	71%	57%	43%	29%	14%	
5&6	8	100%	88%	75%	63%	50%	38%	25%	13%

(This Table is also found on your overlay.)

Determining the Student's Comprehension Level. On the Placement Test Answer Sheet you will find a space to record the student's *comprehension level.* As a rule, the student's comprehension level is equivalent to his/her *instructional level.* The student's *independent level* is one grade *below* the instructional/comprehension level. The student's *frustration level* is one grade *above* the instructional/comprehension level.



one grade above — Frustration Level

75% or over — INSTRUCTIONAL LEVEL

one grade below — Independent Level

When marking the student's comprehension level, follow this rule:
The highest level at which the student scores 75% or more is that student's comprehension/instructional level.

For example, a student scores as follows:

PP - 100%
P - 100%
1 - 100%
2 - 83%
3 - 86%
4 - 57%
5 - 25%
6 - 0%

The student fell below 75% after the third grade level, so you could determine from these scores that the student's comprehension/instructional level is approximately Grade 3. This student can function successfully in the DORT Comprehension Assessment and Instructional Kit 1A, and can receive instruction from third grade materials. Fourth grade reading materials might frustrate the student. However, the child should be able to read second grade materials independently, and possibly some third grade materials.

Placing Students Who Read Below Level 1. If any of your students fail to place above the PP or P levels, continue providing these students with *Decoding* assessment and instruction. Wait until they have an increased readability before administering assessment and instruction from the Comprehension Kits 1A or 1B.

Keep all Placement Test Answer Sheets in the individual student's cumulative folder.

Uneven or Skewed Scores. Occasionally you might come across a score such as this:

PP - 100%
P - 40%
1 - 50%
2 - 100%
3 - 57%
4 - 43%
5/6 - 0%

The student scored 100% at level 2, but because of the unevenness of the scores, you may not feel comfortable about placing the child in second grade materials. You should attempt to find additional information about this child's readability. You might:

- look at the scores received on other placement tests you may have given this student.
- refer to the student's cumulative file to see what basal level the child was working in during the previous school year.
- use any other source or record you have that indicates the student's readability and that will assure you of his/her proper placement.

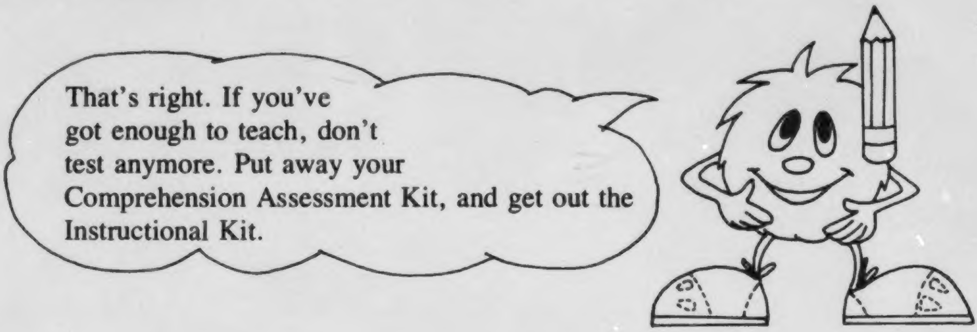
If none of these are available, you can administer, at your option, the individual Oral Reading Survey described in the Appendix.

COMPREHENSION ASSESSMENT TESTS

The Comprehension Assessment Books are used to determine exactly which comprehension skills your students have learned and which skills they still need to master. Comprehension assessment represents an ongoing process.

All students new to either Comprehension Assessment Kit 1A or 1B should be given the first four subcategory tests for each major comprehension dimension: Detail, Vocabulary, Inference, and Generalization. The assessment results should provide you with the basis for an adequate instructional prescription. If, however, some students prove mastery of all or most of the first four subcategory skills, you will need to administer an additional set of assessment tests, but only to those students. Select the next four subcategory tests for each major comprehension dimension.

It is important that you maintain a balance between assessment and instruction.


That's right. If you've got enough to teach, don't test anymore. Put away your Comprehension Assessment Kit, and get out the Instructional Kit.

It is not advisable to administer whole books or even whole categories at once. The testing session should not exceed 30 minutes at any one sitting. However, these are not timed tests. Your students should never feel pressured to complete any tests in a hurry. If students have not completed their set of tests in 30 minutes, you may have them finish on the following day.

The Comprehension Assessment tests should be given to small groups of students. This allows you to monitor the testing procedures carefully.

Materials Needed to Administer Comprehension Assessment Tests

1 Comprehension Assessment Book per student
1 Comprehension Answer Book per student
2 sharpened #2 pencils per student
1 Comprehension Answer Key
1 Comprehension Group Profile

Procedures for Administering the Assessment Tests

- Each student's desk should be cleared of everything except two sharpened pencils.
- You should have a copy of the Comprehension Assessment Book and the Comprehension Answer Book for demonstration purposes.
- It is important that students understand what they are to do and how they are to record their answers. Help should be given with specific questions, but only on how to respond to the questions. Answers should never be given.
- Make sure the students understand that they have as much time as they need to complete the test items. Testing will take place in 30 minute sessions. If they have not completed the tests in that time, they may continue the next day.

DIRECTIONS
SAY:

> **We are going to do something to help us find out the skills you need to know that will help you to read better and to enjoy what you read. I am going to give you an answer book and an assessment book. Please write your name or check to see if your name is already on the line on the cover of your Answer Book.**

Point out the location of the name line.

Distribute Assessment Books and Answer books. Be certain that all students have their names in the appropriate place before proceeding.

SAY:

> **Please write only in your Answer Book. Do not write in the Assessment Book. If you need another pencil, just raise your hand with your pencil and I will bring you another one.**

Have the students open their Answer Books to the Index of Skills. Give them the Assessment Tests they are to complete and have them place a slash mark in the appropriate boxes. (Note: You may prefer to do this yourself, particularly with younger students.)

Demonstrate the use of the Answer Books. Tell the students to be sure to match the page number of the test to the answer square number in the Answer Book. Point to a number in the upper left hand corner of an answer square (e.g., D-1 or D-6 on the first Answer Book page). Ask the students to locate the matching test selection in their Assessment Book.

Turn to the first assigned page in the Comprehension Assessment Book. Write the word **Directions** on the board.

SAY:

> **Look at page ______. Find the word Directions. I will read these for you while you read them to yourself.**

Read the directions aloud, clearly and slowly, as they are written. If necessary, read them again. CONTINUE:

> **When you have finished the page, turn it back and wait for directions to the**

next page. You may raise your hand to let me know you are finished. There is no need to hurry. Take as much time as you need with each test. When you finish the first test, I will help you understand what to do on the next test page.

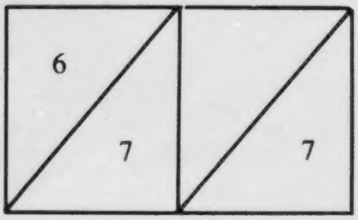
Allow each student as much time as is needed to complete an assessment page, but avoid testing the child for more than 30 minutes.

During the test, walk around the room and be available to help students understand the test-taking procedures and directions *only*.

DIRECTIONS FOR MARKING AND INTERPRETATION

Use the color-coded Answer Key to score each test page that has been administered. An omission is an incorrect response. More than one answer to a question requiring a single response is considered an incorrect response.

In both the Answer Book and Answer Key you will find a fraction that specifies mastery. An example is illustrated below:



The denominator in the first fraction, 7, indicates that on that particular test, seven student responses are required. The numerator, 6, indicates that at least six correct responses are required to show mastery. In the student's Answer Book, the number of correct responses should be inserted.

If students do not score the indicated number of correct responses, this suggests that the skill has not been mastered and must be taught. Each skill in the system is numbered to correspond to your Comprehension Instructional Kit materials, as well as your color-coded Comprehension Group Profile. **Before you prescribe the necessary instruction, you must take time to transfer the assessment test results to your Comprehension Group Profile.**

COMPREHENSION GROUP PROFILE

Your Comprehension Group Profile is located in your Comprehension Assessment Kit. Your Group Profile functions as your daily record of student progress in DORT. It provides you with a means of recording data for individual students and for the entire class. There are spaces for each student's name and horizontal headings corresponding to the comprehension skill objectives of the DORT system.

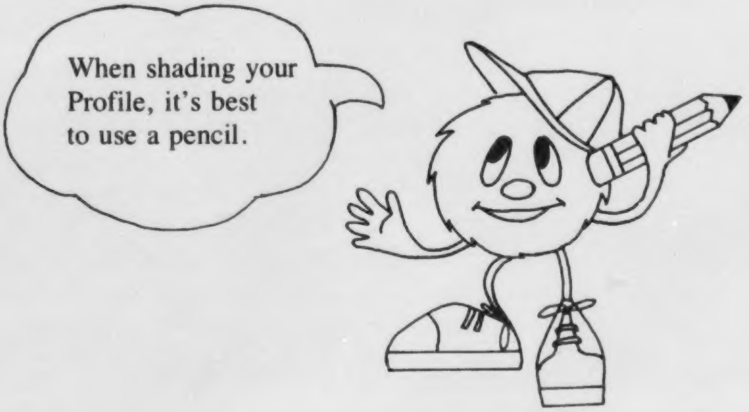
The same markings described for the Answer Book Index of Skills are used on the Group Profile:

☐ Student not tested

☒ Student tested, needs instruction

■ Student has mastered objective

The Group Profile portion is provided to show you how to record each student's assessment test results. Let's say you have just administered the first four subcategory Assessment Tests for each major category. Issac Douglas showed mastery of the first four detail objectives, but did not master the first four vocabulary objectives. You would record this data shown on the illustration:


When shading your Profile, it's best to use a pencil.

	DETAIL										VOCABULARY			
	Recognizing Details D-1	Recognizing Main Ideas D-2	Recognizing Cause and Effect Relationships D-3	Recognizing Topic Sentences D-4	Recognizing Essential and Nonessential Details D-5	Locating Information—Verifying Statements D-6	Locating Information—Reading to Prove a Point D-7	Locating Information—Answering Questions D-8	Interpreting Punctuation D-9	Post Test—Detail PT-1	Synonyms V-1	Synonyms—Ideas V-2	Antonyms V-3	Context Clues—Syntax V-4
▶ 1. Issac Douglas	■	■	■	■							☒	☒	☒	☒
2. Lettie Miller	☒	☒	■	■							■	■	■	☒
3. Marcy Jones	☒	■	☒	■							☒	☒	■	☒
4. Julio Jimenez	■	☒	☒	■							■	■	■	■
5. John Hughes	☒	☒	■	☒							☒	☒	☒	☒
6. Irene King	■	■	■	■	■	■	■	■	■		■	■	■	■

It is vital that you record the results of the assessment tests you have administered *before* planning your next instructional lessons. *Be sure to schedule time to transfer assessment data to your Group Profile and to keep it current.*

Instructional Management Tips Using Your Group Profile. A *vertical* scan of the spaces with X's will help you determine how to group students for single-skill-focused instruction from the DORT Comprehension Instructional Kit. For example, you may decide to give a single-skill presentation on Recognizing Details (D-1). Scanning the sample Profile vertically, you can see that Lettie, Marcy, and John should be part of the group you instruct in that skill.

DORT
GROUP PROFILE

In DORT, students are grouped according to instructional needs.

A *horizontal* scan of your Comprehension Profile gives you ready information concerning individual student's needs. This will be very useful information when you are teaching reading. Let's say you are working in your basal materials with a group of students that includes Julio Jimenez from our sample Group Profile. During the story discussion, you find a perfect opportunity to ask questions about a cause and effect relationship. With your Group Profile nearby, you can instantly decide to direct such questions to Julio, who needs help in this skill. John Hughes may also be in the group, anxious to respond to your cause and effect discussion. By checking your Profile, you can see that John has mastery of the skill at this level. You will have other questions you especially want to ask him. Later on, you could ask John questions related to Recognizing Details, one of the comprehension skills that he needs to master.

COMPREHENSION CATEGORY POST TESTS

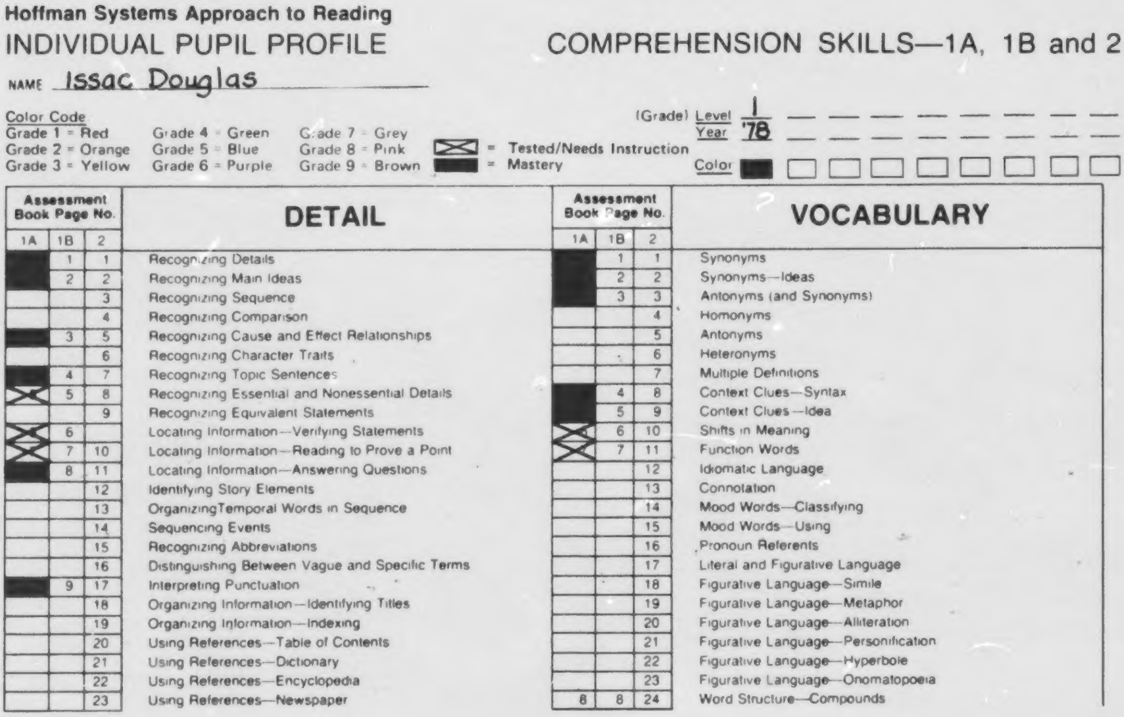
During the school year, you will probably find that certain students have been assessed and have mastered all subcategory skills listed under a particular Comprehension category, like Detail. The sixth student listed on our sample Group Profile is one such student. She is ready to be administered the Detail Category Post Test found in back of the student's Comprehension Assessment Book.

Procedures for Administering Category Post Tests from the Comprehension Assessment Kit

- Provide the student with a Comprehension Assessment Book and his/her Comprehension Answer Book.
- Have the student turn to the appropriate Category Post Test at the end of the Comprehension Assessment Book.
- Help the student locate the matching answer box in the Comprehension Answer Book. Remind the student to write only on the Answer Book.
- Make sure the student understands the procedure for marking the Post Test answers.
- For students in Comprehension Assessment Book 1A, read the test directions aloud. Special teacher instructions are provided in parentheses in the right hand corner of each 1A Category Post Test. Students functioning in Comprehension Assessment Kit 1B should be able to read the Category Post Test directions independently.
- Thirty minutes is the recommended time for a student to be tested in a sitting. If the student does not finish in 30 minutes, allow the student to complete the test on the following day.
- Grade the Post Test using your Comprehension Assessment Answer Key. Post Tests are scored like the Assessment Tests.
- If the student does not show mastery of the entire skill category, you should then provide additional instruction in a range of skills from the category. Once instruction has been given, a second Category Post Test should be administered from the back of the Comprehension Instructional Kit.

INDIVIDUAL PUPIL PROFILE—COMPREHENSION

The Individual Pupil Profile for Comprehension is found on the reverse side of the Decoding Individual Pupil Profile. The instructions for completing this record are very similar to those given on page 31 for Decoding.



Hoffman Systems Approach to Reading

INDIVIDUAL PUPIL PROFILE

COMPREHENSION SKILLS—1A, 1B and 2

NAME Issac Douglas

Color Code
Grade 1 = Red
Grade 2 = Orange
Grade 3 = Yellow
Grade 4 = Green
Grade 5 = Blue
Grade 6 = Purple
Grade 7 = Grey
Grade 8 = Pink
Grade 9 = Brown

☒ = Tested/Needs Instruction
■ = Mastery

(Grade) Level 1 __ __ __ __ __ __ __ __
Year '78 __ __ __ __ __ __ __ __
Color ■ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Assessment Book Page No.			DETAIL
1A	1B	2	
■	1	1	Recognizing Details
■	2	2	Recognizing Main Ideas
		3	Recognizing Sequence
		4	Recognizing Comparison
■	3	5	Recognizing Cause and Effect Relationships
		6	Recognizing Character Traits
■	4	7	Recognizing Topic Sentences
☒	5	8	Recognizing Essential and Nonessential Details
		9	Recognizing Equivalent Statements
☒	6		Locating Information—Verifying Statements
☒	7	10	Locating Information—Reading to Prove a Point
■	8	11	Locating Information—Answering Questions
		12	Identifying Story Elements
		13	OrganizingTemporal Words in Sequence
		14	Sequencing Events
		15	Recognizing Abbreviations
		16	Distinguishing Between Vague and Specific Terms
■	9	17	Interpreting Punctuation
		18	Organizing Information—Identifying Titles
		19	Organizing Information—Indexing
		20	Using References—Table of Contents
		21	Using References—Dictionary
		22	Using References—Encyclopedia
		23	Using References—Newspaper

Assessment Book Page No.			VOCABULARY
1A	1B	2	
■	1	1	Synonyms
■	2	2	Synonyms—Ideas
■	3	3	Antonyms (and Synonyms)
		4	Homonyms
		5	Antonyms
		6	Heteronyms
		7	Multiple Definitions
■	4	8	Context Clues—Syntax
■	5	9	Context Clues—Idea
☒	6	10	Shifts in Meaning
☒	7	11	Function Words
		12	Idiomatic Language
		13	Connotation
		14	Mood Words—Classifying
		15	Mood Words—Using
		16	Pronoun Referents
		17	Literal and Figurative Language
		18	Figurative Language—Simile
		19	Figurative Language—Metaphor
		20	Figurative Language—Alliteration
		21	Figurative Language—Personification
		22	Figurative Language—Hyperbole
		23	Figurative Language—Onomatopoeia
8	8	24	Word Structure—Compounds

Remember, this record must be completed and placed in each student's cumulative file and forwarded to the student's receiving teacher.

You may also use this profile during parent/teacher conferences. In this case, you should update each student's Individual Pupil Profile before you schedule a meeting with his/her parents.

WORD LIST

In each Comprehension Assessment Kit you will find a categorized, color-coded Word List containing vocabulary from the Assessment Tests. The list may be useful to you:

- in creating additional activities.
- as a source of significant words for review.
- for the construction of sight-word activity cards.

COMPREHENSION INSTRUCTIONAL KIT

Once you have given a set of Assessment Tests (at least four tests per category) and once you have recorded student mastery/non-mastery on your Group Profile, you are ready to begin the prescription phase of the system. This means you are ready to plan and select your reading comprehension instruction to fit the individual needs of your students. Your Group Profile will show you exactly which reading comprehension skills your students still need to master. As a DORT teacher, you will be treating these unmastered skills in two general ways: you will be providing skill-focused instruction using the plans and materials from your DORT Comprehension Instructional Kit, and you will be gearing your basal reading instruction to meet the skill-deficiencies of individual students.

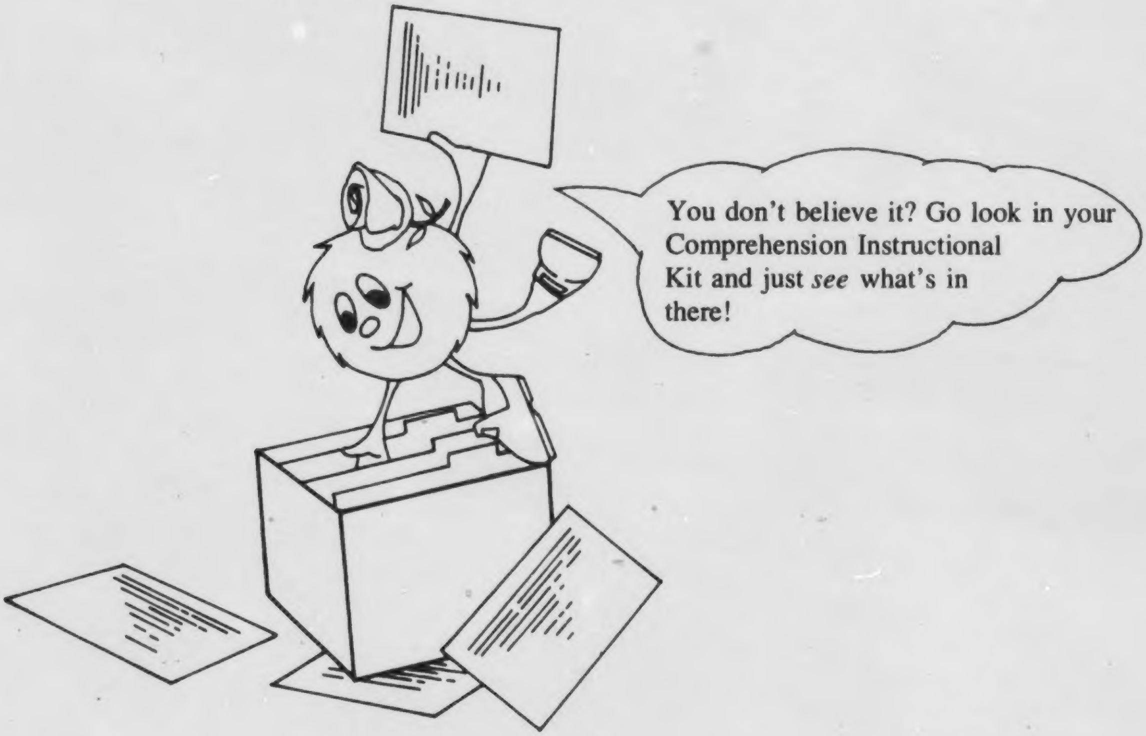
There are two different kinds of skill-focused instruction you can provide using the Comprehension Instructional Kit materials: teacher-directed instruction, and independent student activities. In your Kit you will find:

- **Teacher Cards**
  A small group lesson plan for each DORT comprehension skill is provided on these cards. There are six different types of activities outlined: Introduction, Practice, Evaluation (the single-skill post test), Application, Remediation, and Enrichment. In other words, you have many teaching options.
- **Lesson Sheets**
  Student lesson sheets are provided on pads to support many of the activities presented on the Teacher Cards. This allows each student in your group to respond to your teacher-directed presentation.
- **Independent Student Activity Books, Answer Keys, and Answer Sheets**
  Self-checking seatwork activities are provided for students who show mastery of specific DORT skills. Students respond on Answer Sheets, not in the Books, and may check their responses using the Answer Keys. These activities are designed to reinforce or to maintain comprehension skills. For each major comprehension category, there is a separate set of independent student materials.

In addition, you are provided with Category Post Tests on pads for each of the four comprehension categories, with an Answer Key on the front of each pad. These Category Post Tests are back-up category tests, and may never be used if your students pass the Category Post Tests provided in your Assessment Kit.

Like your Comprehension Assessment Kit, the materials in the Instructional Kit are organized by the four major comprehension categories of DORT: Detail, Vocabulary, Inference, and Generalization. Furthermore, each teacher card or independent student activity is labeled by the same subcategory skill numbering system (D-1, I-5, and so forth). The following chart indicates the number of subcategory skills treated at each level:

	Number of Comprehension Skills				
	Detail	Vocabulary	Inference	Generalization	Total
Kit 1A (green)	9	14	9	13	45
Kit 1B (blue)	9	14	9	13	45
(Kit 2) (purple)	(32)	(20)	(20)	(29)	(111)


You don't believe it? Go look in your Comprehension Instructional Kit and just *see* what's in there!

The following is a general outline of the steps you take when using your Comprehension Instructional Kit materials. We will explain each step and describe the materials more thoroughly in the following pages of this Guide.

PROCEDURES	MATERIALS NEEDED	
Select a time to provide single-skill comprehension instruction.	Your regular reading sequence and data from your Comprehension Group Profile will help you select the appropriate skill.	STEP 1
Assign the Independent Student Activity for the selected skill to students who show mastery of this skill on your Profile.	■ Appropriate Independent Activity Books ■ Prescription Answer Sheet ■ Corresponding Independent Activity Answer Key (for student self-checking)	STEP 2
Group students who have not mastered the skill for teacher-directed instruction. Present skill-focused lesson. Time: Approximately 15 - 20 minutes	■ Appropriate Teacher Card: Introduction and Practice sections ■ Corresponding Lesson Sheet (when required) NOTE: Lesson Sheet answers are on Teacher Card.	STEP 3

	PROCEDURE	MATERIALS NEEDED
STEP 4	Administer Evaluation exercise to determine if skill mastery has occurred. Time: Approximately 5 minutes	■ Teacher Card: Evaluation section ■ Lesson Sheet: Evaluation section (when required) NOTE: Evaluation answers are on Teacher Card.
	If students are not ready for evaluation or do not show mastery after the test, provide additional instruction. This may be done on another day.	*Options:* Use Application or Remediation exercises on Teacher Card/Lesson Sheets; have students join groups receiving teacher-directed lessons in related DORT skills; use skill-related materials from your core program.
STEP 5	When a skill has been mastered, shade in the appropriate box on your Group Profile. At a later date, assign the Independent Student Activity for this skill to assure skill retention.	■ Group Profile ■ Appropriate Independent Activity Book, Answer Key, and Answer Sheet NOTE: Skill mastery data must be transferred to each student's Individual Pupil Profile at the end of the school year, or for parent conference.

TEACHER CARDS AND LESSON SHEETS

The teacher-directed lesson plans are found on the large red-rimmed cards at the front of the Kit. These lessons are designed for small group presentation.

Front Side of Teacher Card

The front of each Teacher Card includes:

- The objective
- *Introduction,* an exercise designed to introduce students to the concept
- *Practice,* an exercise that reinforces the skill
- *Evaluation,* an exercise that assesses student mastery of the skill

It is recommended that you present the Introduction and Practice instruction in the same session. Together these activities take approximately 15 to 20 minutes. If time remains, you may then administer the Evaluation exercise to see if skill mastery has been achieved. Your pacing, however, will depend upon the age, attention span, abilities, and needs of the students in your group. You may decide, for example, that students need additional practice before evaluation takes place, or you may simply decide to administer the Evaluation on another day.

Reverse Side of Teacher Card

On the reverse side of the Teacher Card you are provided with three additional activities.

- *Application* activities are written on the same level as the initial instruction. Some Application activities are teacher-directed, while others are independent.
- *Remediation* activities are meant for those students who continue having difficulty with the skill. The Remediation activities are written at a much simpler level.
- *Enrichment* activities are independent activities and are designed to provide more challenging experiences for the student. These activities sometimes require prior preparation by the teacher, but they are the kinds of activities that often fit well in learning centers. Consequently, once prepared, you will have a permanent, independent activity for that skill.

Lesson Sheets Accompany Each Teacher Card

Forty-five lesson sheet pads are provided in your Kit to accompany each Teacher Card. The Teacher Card activity specifies whether a supportive Lesson Sheet is required. For example, under the section heading Practice you might find these instructions: Distribute Lesson Sheet 1. Ask the students to look at the ■ section. A square will appear on the student's lesson sheet and during the Practice activity, the students will write on the sheet, following your instructions.

Key to Teacher Card/Lesson Sheet Symbols

✓ Items requiring preparation in advance by the teacher
• Materials needed

Lesson Sheet Activities:
● Introduction
■ Practice
▲ Evaluation
★ Application
◆ Remediation
⬖ Enrichment

On every teacher instruction card, the actual words a teacher says aloud appear in color. Each expected student response or correct answer appears in italics.

Preparation and Planning Suggestions

■ **Read Each Lesson Plan Prior to Presentation.** Because the Teacher Cards are designed to give you instructional flexibility, it is important that you select the activities best suited to your group. It is also important that you have the appropriate materials and/or lesson sheet available *before* you begin the presentation. Approximately 15 to 20 minutes should be allowed for the Introduction and Practice activities. Additional time should be allotted for other activities used.

■ **Use the Teacher Cards with Flexibility.** If you observe that students are having difficulty during the Introduction or Practice activity, you may elect to use the Remediation activity on the Teacher Card. Evaluation may be delayed until a greater degree of proficiency in the skill is evident.

■ **Work in more than one comprehension category.** The four major categories contain the skills necessary for developing good comprehension. Skills from all four categories should be presented on a rotational basis, either in the context of a teacher-instructed lesson or as a reinforcement activity. Although it is important to teach directly to student needs, a balance should be maintained among the four categories. You will often discover that by working with students in one category, they will also be learning to accomplish related skills from another category. If a student should master all skills in a particular category, say Vocabulary, you may still wish to select activities from the reverse side of a Vocabulary Teacher Card to maintain that student's proficiency in Vocabulary skills.

■ **Choose a suitable location for small group presentations.** The most desirable location for teacher-directed instruction is next to a chalkboard. An overhead projector may also be used for instruction. Another area is a large table where chart paper can be used and easily seen by the students. When lesson sheets are required, students should be sitting at desks or tables with an appropriate writing surface.

- **Give positive reinforcement.** Always acknowledge a student's correct response. If an incorrect response is made, allow the student to explain his/her reasoning and assist the student in making the correct response. NOTE: Correct responses to all Lesson Sheet exercises are provided on the Teacher Card.

INDEPENDENT STUDENT ACTIVITY BOOKS/ANSWER SHEETS/ANSWER KEYS

A two-page independent seatwork activity is provided to reinforce every subcategory comprehension skill in the DORT System for Elementary Schools. These activities are contained in four separate Independent Student Activity Books, one for each major category: Detail, Vocabulary, Inference, and Generalization. You should have 10 of each workbook in your Instructional Kit.

Students do not write in the Independent Student Activity Books. All student responses are made on the Prescription Answer Sheets, located on pads at the back of your Kit. The Answer Sheets are identical and can be used with any independent activity in the Kit.

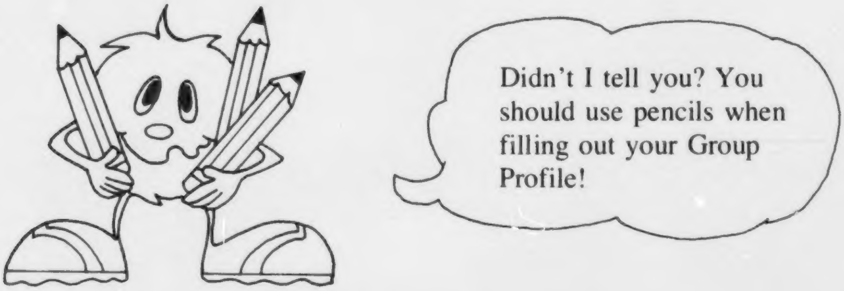
The Independent Student Activities are self-checking. Therefore, Independent Activity Answer Keys are provided for student use. The Answer Keys are also divided by major category, corresponding to the Activity Books. You should have five Detail, Vocabulary, Inference, and Generalization Answer Keys in your Kit.

Independent Student Activities are provided to reinforce or maintain already mastered skills. No student should be expected to complete an Independent Activity related to an unmastered skill.

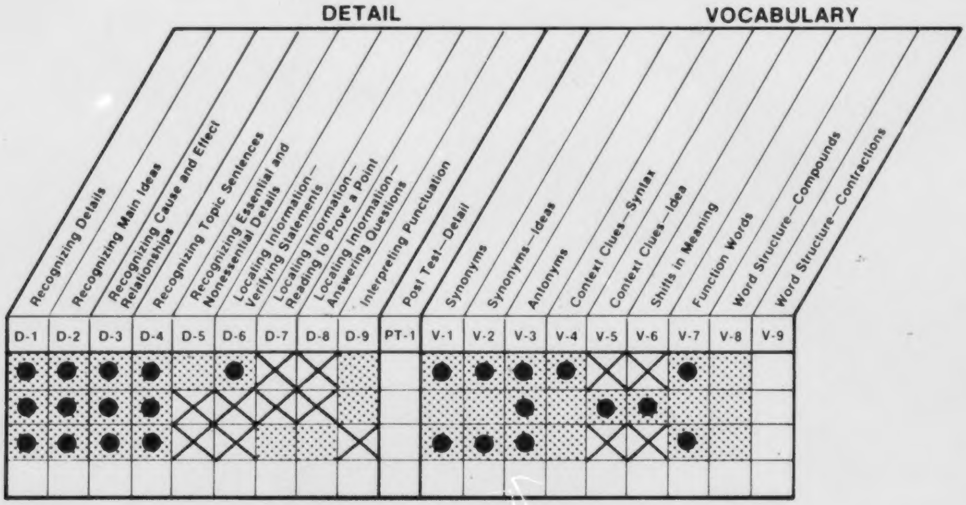
Keeping a Record of Seatwork Assignments

A convenient assignment schedule is provided on the top of the Prescription Answer Sheet. When assigning seatwork, give each student an Answer Sheet and have the student circle the numbers of the particular activities he/she is to complete. Have the students write their names and the date in the spaces provided on the Answer Sheets. After completing the activities and checking the answers, the students should turn in their Answer Sheets. Kept on file, the Answer Sheets provide one method of determining which Independent Student Activities have already been completed.

Your Group Profile can be used as a more convenient record of seatwork completed by each student. When students turn in their Prescription Answer Sheets, note the skill numbers (D-1, V-3, etc.) assigned. Using a colored pencil or pen, place a dot in the center of the shaded square on the Group Profile for that skill. The colored pencil or pen dot will only show up if you shaded in the box with a lead pencil when you recorded mastery of that skill.


Didn't I tell you? You should use pencils when filling out your Group Profile!

A quick scan of your Group Profile will show you exactly which seatwork activities have already been completed, as illustrated below:


DETAIL
VOCABULARY
Recognizing Details
Recognizing Main Ideas
Recognizing Cause and Effect Relationships
Recognizing Topic Sentences
Recognizing Essential and Nonessential Details
Locating Information—Verifying Statements
Locating Information—Reading to Prove a Point
Locating Information—Answering Questions
Interpreting Punctuation
Post Test—Detail
Synonyms
Synonyms—Ideas
Antonyms
Context Clues—Syntax
Context Clues—Idea
Shifts in Meaning
Function Words
Word Structure—Compounds
Word Structure—Contractions
D-1
D-2
D-3
D-4
D-5
D-6
D-7
D-8
D-9
PT-1
V-1
V-2
V-3
V-4
V-5
V-6
V-7
V-8
V-9

COMPREHENSION INSTRUCTIONAL KIT POST TESTS

In the back of your Comprehension Instructional Kit you will find Category Post Test pads, with Post Test Answer Keys attached. There are four Post Tests, one for each category.

Students are administered Category Post Tests when they have mastered all the skills of an entire category. *However, the first Post Test you give is found in the Comprehension Assessment Kit.*

The Category Post Tests in your Instructional Kit are provided:

- as a backup test to be given to students who did not master the initial Category Post Test and have received additional instruction in that category.
- as an optional diagnostic device, particularly useful in determining whether students have retained mastery of an entire skill category. For example, you may wish to assess students who achieved mastery of a category in their previous school year.

DEVISING A DAILY SCHEDULE

A well-planned daily activity schedule will greatly contribute to the effective management of your classroom. This schedule serves the purposes of guiding your planning as well as helping students in the organization of their time.

When devising a daily activity schedule, you should consider your instructional needs. These needs should include the number of groups you have, the length of time allotted for reading instruction, and your style of teaching. The following step-by-step procedure provides a model for devising a basic daily activities schedule for the implementation of DORT and the continuation of your basal reading program.

DORT Decoding of Total Words and Word Parts
Suggested Schedule

Grade 2

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:40 **Basal Reading Groups** Group 1 Teacher-Directed Group 2 Independent Activities Group 3 Extended Activities	**9:00-9:40** **Basal Reading Groups** Group 2 Teacher-Directed Group 3 Independent Activities Group 1 Extended Activities	**9:00-9:40** **Basal Reading Groups** Group 3 Teacher-Directed Group 1 Independent Activities Group 2 Extended Activities	**9:00-9:40** **Basal Reading Groups** Group 1 Teacher-Directed Group 2 Independent Activities Group 3 Extended Activities	**9:00-9:40** **Basal Reading Groups** Group 2 Teacher-Directed Group 3 Independent Activities Group 1 Extended Activities
9:40-10:15 **DORT Decoding** Mastery Group 1-1 Independent Activities Non-Mastery Group 1-1 Teacher-Directed Activities *Instructional Kit*	**9:40-10:15** **DORT Decoding** Mastery Group 1-2 Independent Activities Non-Mastery Group 1-2 Teacher-Directed Activities *Instructional Kit*	**9:40-10:15** **DORT Decoding** Mastery Group 1-1, 1-2 Enrichment Activities Non-Mastery Group 1-1, 1-2 Teacher-Directed Reteaching Activities	**9:40-10:15** *This time may be used for either DORT materials or an extension of the basal session.*	**9:40-10:15**

DORT Decoding and Comprehension
Suggested Schedule

Grades 3-5

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:30 **DORT Comprehension** Mastery Group D-1 Independent Activities Seatwork Non-Mastery Group D-1 Teacher-Directed Activities and Evaluation *Instructional Kit*	**9:00-9:30** **DORT Decoding** Mastery Group 1-1 Independent Activities * or Enrichment Section on Instructional Card Non-Mastery Group 1-1 Teacher-Directed Activities and Evaluation *Instructional Kit*	**9:00-9:30** **DORT Comprehension** Mastery Group D-2 Independent Activity Seatwork Non-Mastery Group D-2 Teacher-DirectedActivities and Evaluation *Instructional Kit*	**9:00-9:30** **DORT Decoding** Mastery Group 1-2 Independent Activities* or Enrichment Section on Instructional Card Non-Mastery Group 1-2 Teacher-Directed Activities and Evaluation *Instructional Kit*	**9:00-9:40** **DORT Make Ups** Mastery Group Free Reading and Additional Independent Activities Non-Mastery Group Teacher-Directed work with students who did not master any of the week's objectives.
9:30-10:15 **Basal Reading Groups** *Directed Reading and Independent Activities*	**9:30-10:15** **Basal Reading Groups** *Directed Reading and Independent Activities*	**9:30-10:15** **Basal Reading Groups** *Directed Reading and Independent Activities*	**9:30-10:15** **Basal Reading Groups** *Directed Reading and Independent Activities*	**9:40-10:15** **Basal Reading Groups** *Directed Reading and Independent Activities*

*Materials to be developed by teacher

MIDDLE SCHOOL IMPLEMENTATION PLAN

In order to meet the individual needs of students, the goal of the ESAA Basic Program at the Middle School is to assist staffs in developing a systematic and sequential approach to reading instruction.

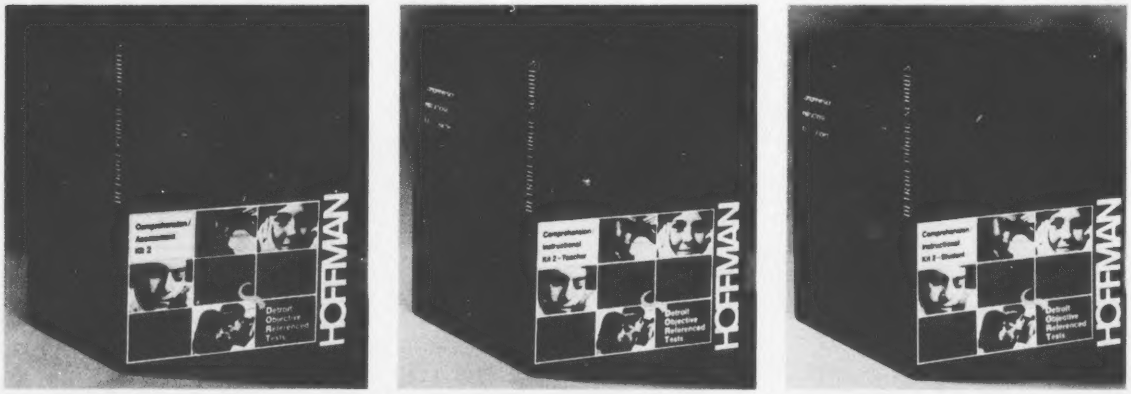
The Detroit Objective Referenced Tests (DORT) program at the Middle School level is a resource provided to teachers that will enable students to engage in an individualized approach to learning reading skills. Detroit educators firmly believe that only through individualized programs can the needs of all Detroit pupils be met. The goal of Middle School educators is to ensure all students the ability to become functional readers. The challenge is ours. The DORT program will help make this goal a reality.

DORT COMPREHENSION ASSESSMENT AND INSTRUCTIONAL KITS

The most important Middle School components of the DORT Systems Approach to Reading are the Comprehension Assessment and Instructional Kits. These materials contain an organized set of comprehension objectives to be mastered before a student can become a proficient and functional reader. The System has been designed for use with any core reading program.

Assessment tests determine the comprehension skills each student needs to master; single-skill focused instruction is provided through teacher-directed lessons and independent seatwork activities; DORT record-keeping forms track student progress. In short, the systems approach will make a good reading program even better.

There are three DORT Comprehension Kits designated for the Middle School classrooms. One contains the assessment materials; the second, the teacher-directed instructional materials; and the third, the independent student activities.


Comprehension/
Assessment
Kit 2
Detroit
Objective
Referenced
Tests
HOFFMAN
Comprehension
Instructional
Kit 2 - Teacher
Detroit
Objective
Referenced
Tests
HOFFMAN
Comprehension
Instructional
Kit 2 - Student
Detroit
Objective
Referenced
Tests
HOFFMAN

The materials in the Middle School Kits are color-coded purple and are labeled Kit 2.

DORT Comprehension Skills

Comprehension skills refer to the student's ability to transform words and word sequences into meaningful ideas. These skills may be literal or interpretive in nature. Students receiving DORT instruction in the elementary schools will have mastered abilities in the basic comprehension skills. The Middle School Comprehension Kits represent extensions of the basic skills and include additional comprehension skills reflecting the needs and thinking abilities of Middle School students. Students new to the DORT System will have the opportunity to work in basic skills, if this is their assessed need. Students who show mastery of the basics will begin work immediately in the more advanced comprehension areas.

There are four major comprehension skill categories in DORT:

DETAIL (D): Assessment of literal comprehension skills with answers to all questions available within the selection.

VOCABULARY (V): Assessment of meaningful reading vocabulary, including structural analysis skills.

INFERENCE (I): Assessment of critical comprehension skills with answers to questions based upon information in the selections, but not explicitly stated.

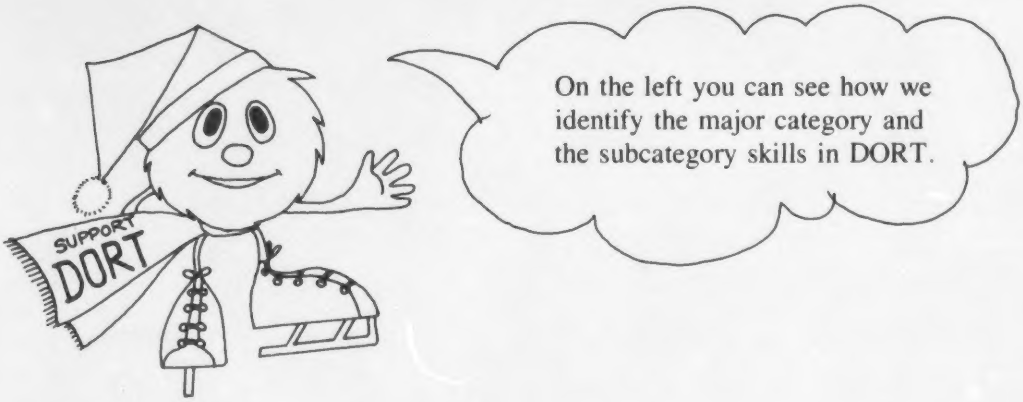
GENERALIZATION (G): Assessment of critical comprehension skills with answers to questions requiring classification or categorization of information in the selections.

Each of these major categories has been divided into subcategories. For example, in Kit 2, Generalization contains 29 subcategories:

GENERALIZATION

G-1	Classifying — Identifying Category Labels	6
G-2	Classifying — Identifying Examples of Given Categories	6
G-3	Classifying — Recognizing Common Features	6
G-4	Classifying — Expanded Ideas	6
G-5	Identifying the Main Concept	6
G-6	Recognizing Valid Generalizations	6
G-7	Selecting Titles for Paragraphs	6
G-8	Selecting Titles for Short Selections	6
G-9	Comparing and Contrasting	6
G-10	Developing Conclusions	6
G-11	Identifying Related Facts	6
G-12	Relating Specific Terms to General Concept	6
G-13	Drawing Conclusions	6
G-14	Distinguishing Between Reality and Fantasy	6
G-15	Distinguishing Between Fact and Opinion	6
G-16	Judging Adequacy and Validity	6
G-17	Judging Appropriateness	6
G-18	Judging Acceptability	6
G-19	Synthesizing — Classifying	7
G-20	Synthesizing — Outlining	7
G-21	Synthesizing — Summarizing	7
G-22	Synthesizing — Deductive Reasoning	7
G-23	Solving Problems	7
G-24	Evaluating Emotional Response to Content	7
G-25	Evaluating Characters' Behavior	7
G-26	Recognizing Characters' Motives	7

G-27	Understanding Idioms	7
G-28	Recognizing Sensory Imagery	7
G-29	Recognizing Emotional Attitudes	7


SUPPORT DORT
On the left you can see how we identify the major category and the subcategory skills in DORT.

For each subcategory there is a comprehension assessment item with a performance objective, a test selection, and questions to assess student mastery of the objective. DORT also includes instructional materials that focus on each subcategory skill and provide you a means for evaluating skill mastery. In addition, there is a post test for each major category. These post tests merge the subcategory skills into comprehensive tests that measure student mastery of an entire comprehension category.

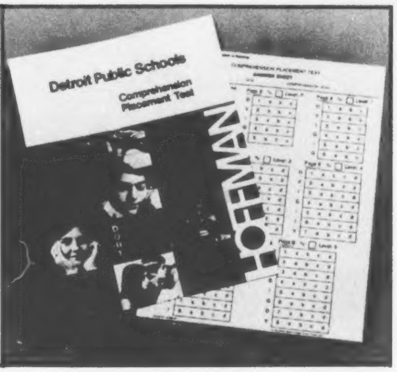
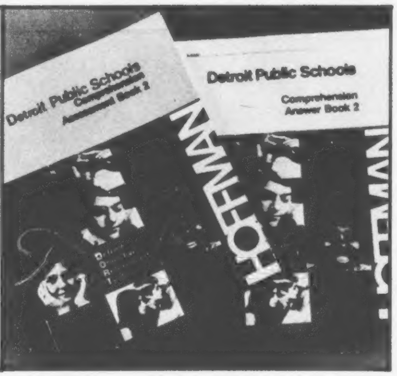
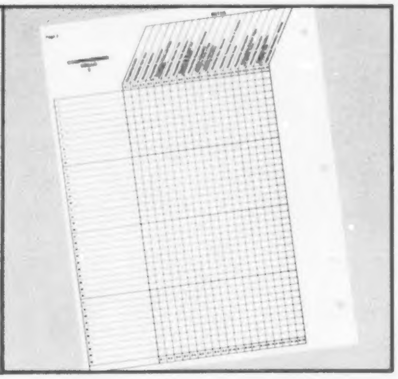
Many of the DORT subcategory objectives relate to the Michigan Educational Assessment Program and the Detroit City-wide Objectives. A cross-index of these objectives can be found at the end of the Guide.

Procedures for Implementing the DORT Comprehension System

The chart on the next pages illustrates the steps you take in implementing the DORT Comprehension System and the materials used at each step. The remaining section of this Guide will explain in detail how to use each Comprehension component.

DORT COMPREHENSION SYSTEM

TESTING

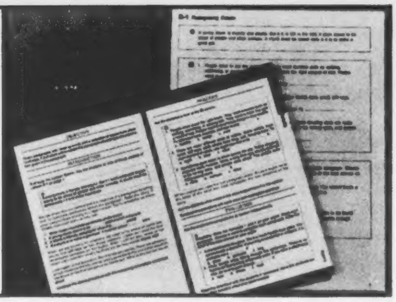
WHAT TO DO	WHAT TO USE	
ENTRY STEP: (one time only) DETERMINE PLACEMENT	 Detroit Public Schools Comprehension Placement Test DORT HOFFMAN	**Placement Test and Answer Sheet**
STEP ONE: ASSESS APPROPRIATE NUMBER OF SKILLS IN DETAIL (D), VOCABULARY (V), INFERENCE (I), GENERALIZATION (G) AND SCORE TESTS	 Detroit Public Schools Comprehension Assessment Book 2 Detroit Public Schools Comprehension Answer Book 2 DORT HOFFMAN	**Assessment Tests**
STEP TWO: RECORD MASTERY/NON-MASTERY OF SKILLS		**Group Profile**

WHAT TO DO | **WHAT TO USE**

TEACHING

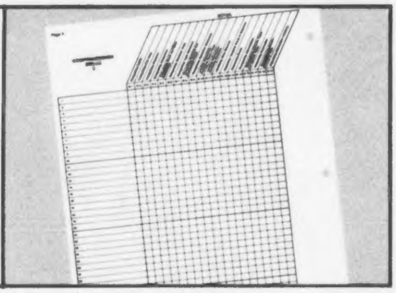
STEP THREE:

INSTRUCT IN NON-MASTERED SKILLS



Teacher Cards
Comprehension
Lesson Books

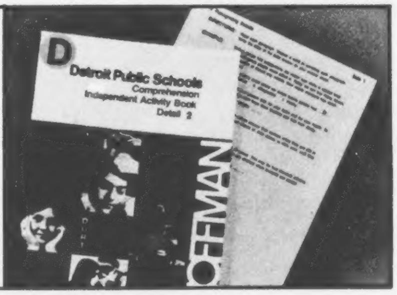
STEP FOUR:
RECORD NEWLY MASTERED SKILLS



Group Profile

STEP FIVE:

ASSIGN INDEPENDENT ACTIVITIES FOR SKILL REINFORCEMENT


D
Detroit Public Schools
Comprehension
Independent Activity Book
Detail 2
HOFFMAN

Independent
Student
Activities

TESTING

STEP SIX;

POST TEST WHEN SKILLS FROM AN ENTIRE CATEGORY ARE MASTERED

Category Post
Tests

EXITING STEP: (one time a year)
RECORD INDIVIDUAL'S PROGRESS FOR RECEIVING TEACHER

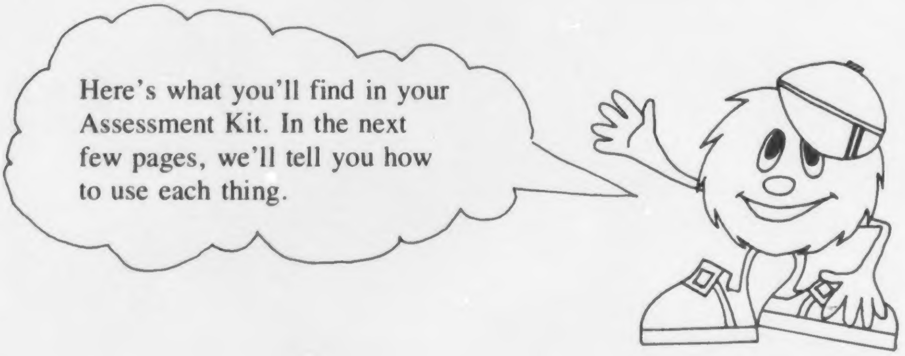
Individual
Pupil Profile

COMPREHENSION ASSESSMENT KIT

The Comprehension Assessment Kit provides you with the materials needed to diagnose each student's ability to master specific reading comprehension skills.

There are three types of testing instruments and procedures within DORT:

- **Placement Tests**
  This is a convenient screening device, administered only when students are entering a DORT Comprehension Kit for the first time. The purpose is to determine if the designated Kit for your grade is too difficult for any of your students.
- **Assessment Tests**
  These are designed to identify each student's specific instructional needs in reading comprehension. The number and type of assessment tests administered at one time will vary according to the student's abilities and the teacher's instructional management plans.
- **Post Tests**
  There are two types of post tests in DORT:
  - Single-skill post tests are an integral part of the lessons in the Comprehension Instructional Kit, and are used to determine student mastery of a particular sub-category skill.
  - Category post tests measure student mastery of all skills within a major comprehension category. There are post tests for each of the four major categories


Here's what you'll find in your Assessment Kit. In the next few pages, we'll tell you how to use each thing.

Your Comprehension Assessment Kit contains:

10	Comprehension Placement Test Books
40	Comprehension Placement Test Answer Sheets (on two pads)
1	Comprehension Placement Test Answer Key (a punched card to be placed over the Answer Sheets for rapid marking)
10	Comprehension Assessment Test Books
30	Comprehension Assessment Answer Books
1	Comprehension Assessment Answer Key (for marking the Assessment Tests)
1	Group Profile record
30	Individual Pupil Profile cards
1	Word List

COMPREHENSION PLACEMENT TEST

The Comprehension Placement Test should only be given to students who are entering DORT Comprehension Assessment/Instructional Kits for the first time. If you receive students who have worked in the DORT Comprehension Kits from their previous school year, you should NOT administer the Placement Test to these students. These students will simply continue in Kit 2. The Placement Test is designed to help you screen students who may not succeed in Kit 2 materials because of reading level difficulties. The Test is also useful in determining the reading levels of students for placement in appropriate instructional materials.

The test can be administered to a small or large group of students. It is designed to serve a preliminary screening purpose. Therefore, only give instructions on testing procedures. Do not provide help with vocabulary or test questions.

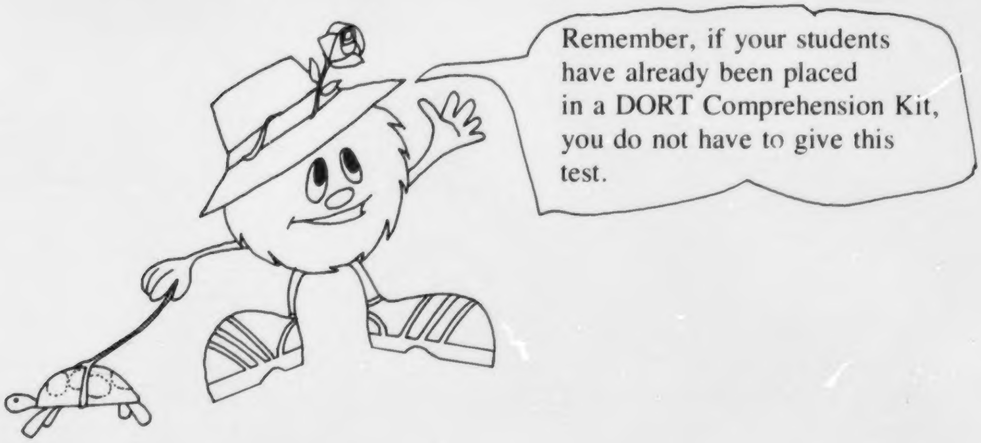
Materials Needed to Administer the Placement Test

1 Comprehension Placement Test Book per student
1 Comprehension Placement Test Answer Sheet per student
2 sharpened #2 pencils with erasers per student
1 Comprehension Placement Test Answer Key overlay

General Placement Test Procedures

- Each student's desk should be cleared of everything except two sharpened pencils.
- You should have a copy of the Test Book and Answer Sheet for demonstrating procedures.
- It is important that students understand what they are to do and how they are to record their answers. Have the students read the directions, but give further explanation as needed. Help should not be given with specific questions, but only on how to respond to the questions.
- During the test, you should move about the room to give further assistance to students who need help understanding the response procedures. You may also help students make decisions regarding the point at which they should stop the test.
- The students should be instructed to go as far as they can, but to stop when the test selections become too difficult. It is recommended, however, that no student spend more than 30 minutes at a time on the test. If a student has not stopped the test within 30 minutes, that student may complete the test on the following day.

- The time a student spends on the test provides useful information for making instructional judgments. Consequently, you should record the time that the students begin the test on the chalkboard. When the test is handed in, you may record the time spent on the test next to the student's name on the Answer Sheet.
- Answer Sheets should be kept in each student's cumulative file.


Remember, if your students have already been placed in a DORT Comprehension Kit, you do not have to give this test.

DIRECTIONS

Distribute the Comprehension Placement Test Books and Answer Sheets. Explain that this is a test that will help you to determine what kind of assistance each student needs in reading and which reading books would be best for each student. Ask the students to place their names and the date on the lines provided at the top of the Answer Sheet. Tell the students that they are to write only on the Answer Sheets, and not on the Test Books.

Have the students turn to page 1 of their Test Books. Have them read the directions at the top of the page to themselves. If necessary, paraphrase these directions to be certain each student knows what to do:

> **On your desk you should have a test booklet and an answer sheet. There is a box on the answer sheet for each page in your test booklet. Please do not write in your test booklet.**
>
> **Read each test selection carefully. Then read the questions under the selection. On your answer sheet place an X on the letter of your answer.**
>
> **Some of the reading will be easy and some of it will be hard. Do your best, but stop if the reading becomes too hard for you.**

WRITE ON THE BOARD:

Little is to **small** as **large** is to ______________.
a. girl b. man c. big

SAY: **Some questions will look like the one I have written on the board. Before you can choose the answer, you must decide how the first two underlined words go together. How does little go with small? (Pause . . .) Yes, that's right. They**

mean almost the same thing. Now look at the third underlined word, large. Which of the three words given means almost the same thing as large? (Pause . . .) Yes, big is the word. What letter is in front of big? (Pause . . .) That's right, it's "c." You will answer this question by putting an X on the letter "c" on the Answer Sheet.

Make certain that the students understand they are to place the X *on* the letter, not beside it or above it.

THEN SAY:
Please look at the first selection on page 1 of your test booklet. Point to the selection.
CONTINUE:

You are to read each test selection and then answer the questions that follow. When you finish a set of questions, go on to the next test. If you get to a selection that is too hard for you to read, raise your hand. I will come and pick up your book and answer sheet.

Check to see if there are any students who do not know how to respond. Give further explanation, if necessary, without reading any of the selections or questions in the text.

SAY:

When you are ready, you may begin by reading the first selection to yourself. Remember to answer the questions after each selection. Try to do your best. You will have enough time to read carefully.

Remember, DO NOT WRITE IN THE TEST BOOK. BE SURE THAT THE PAGE NUMBER IN YOUR BOOK IS THE SAME AS THE PAGE NUMBER ON YOUR ANSWER SHEET WHEN YOU ARE MARKING THE ANSWERS.

Scoring the Placement Test. Use the Comprehension Placement Test Answer Key overlay to mark each test for errors. More than one answer is counted as an incorrect response. Therefore, before using your overlay, check to see if your students have recorded more than one answer. Unanswered items are also considered incorrect.

After marking the test, count the number of incorrect responses and fill in the percentage scores for each level. The Table below gives you the percentage scores.

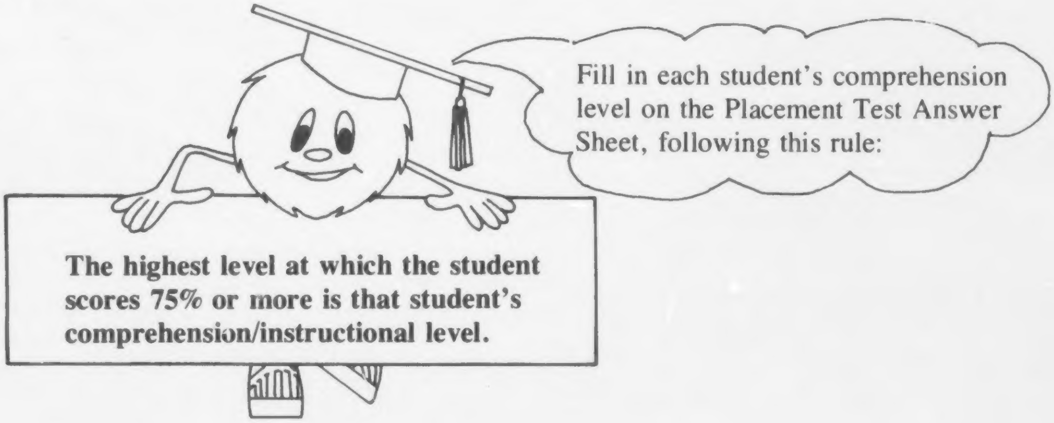
Comprehension Level Scoring Table

		Number of Incorrect Answers							
Level	Total No. of Questions	0	1	2	3	4	5	6	7
PP&P	5	100%	80%	60%	40%	20%			
1&2	6	100%	83%	67%	50%	33%	17%		
3&4	7	100%	86%	71%	57%	43%	29%	14%	
5&6	8	100%	88%	75%	63%	50%	38%	25%	13%

(This Table is also found on your overlay.)

Determining the Student's Comprehension Level. On the Placement Test Answer Sheet you will find a space to record the student's *comprehension level*. As a rule, the student's comprehension level is equivalent to his/her *instructional level*. The student's *independent level* is one grade *below* the instructional/comprehension level. The student's *frustration level* is one grade *above* the instructional/comprehension level.

one grade above	–	Frustration Level ↑	☹
75% or over	–	INSTRUCTIONAL LEVEL	☺
one grade below	–	↓ Independent Level	☺



Fill in each student's comprehension level on the Placement Test Answer Sheet, following this rule:

The highest level at which the student scores 75% or more is that student's comprehension/instructional level.

For example, a student scores as follows:

PP - 100%
P - 100%
1 - 100%
2 - 100%
3 - 100%
4 - 86%
5 - 75%
6 - 63%

The student fell below 75% after the fifth grade level, so you could determine from these scores that the student's comprehension/instructional level is approximately Grade 5. This student can function successfully in the DORT Comprehension Assessment and Instructional Kit 2, and can receive instruction from fifth grade materials. Sixth grade reading materials might frustrate the student. However, the student should be able to read fourth grade materials independently, and possibly some fifth grade materials.

Uneven or Skewed Scores. Occasionally you might come across a score such as this:

PP - 100%
P - 100%
1 - 100%
2 - 100%
3 - 86%
4 - 71%
5 - 50%
6 - 100%

The student scored 100% at level 6, but because of the unevenness of the scores, you may not feel comfortable about placing the student in sixth grade materials. You should attempt to find additional information about this student's readability. You might:

- look at the scores received on other placement tests you may have given this student.
- refer to the student's cumulative file to see in what basal level the student was working during the previous school year.
- use any other source or record you have that indicates the student's readability and that will assure you of his/her proper placement.

If none of these are available, you can administer, at your option, the Individual Oral Reading Survey described in the Appendix.

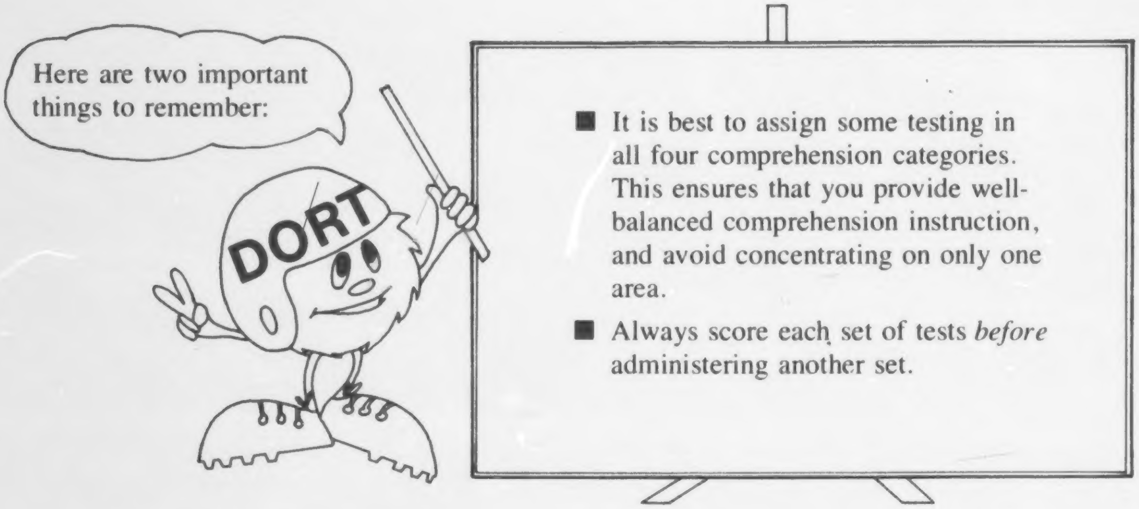
Placing Students Who Read Below Level 3. Any students who place below Grade 3 will require special assessment/instructional prescriptions. You will definitely need to prescribe work in the DORT Decoding materials. You should also provide Comprehension Assessment and Independent Activities from Comprehension Kit 1B.

COMPREHENSION ASSESSMENT TESTS

Comprehension assessment represents an ongoing process. You begin by administering no more than seven tests per 30 minute session. You then grade these tests to determine if you have an adequate instructional prescription for each student. If some students show mastery of all or most of the skills tested, you will need to administer additional assessment tests, but only to those students. It is important that you maintain a balance between assessment and instruction. If you have enough to teach, wait until the unlearned skills have been mastered before administering additional assessment tests.

The Comprehension Assessment Tests may be given to the entire class, although small group testing is recommended. This allows you to monitor the testing procedures carefully and makes you more readily available to students who have finished one test and need instructions for the next.

It is not advisable to administer whole books or even whole categories at once. The testing session should not exceed 30 minutes at any one sitting. However, these are not timed tests. Your students should never feel pressured to complete any tests in a hurry. If students have not completed their set of tests in 30 minutes, you may have them finish on the following day. If this happens frequently, it means you are assigning too many tests at one time.


Here are two important things to remember:
DORT

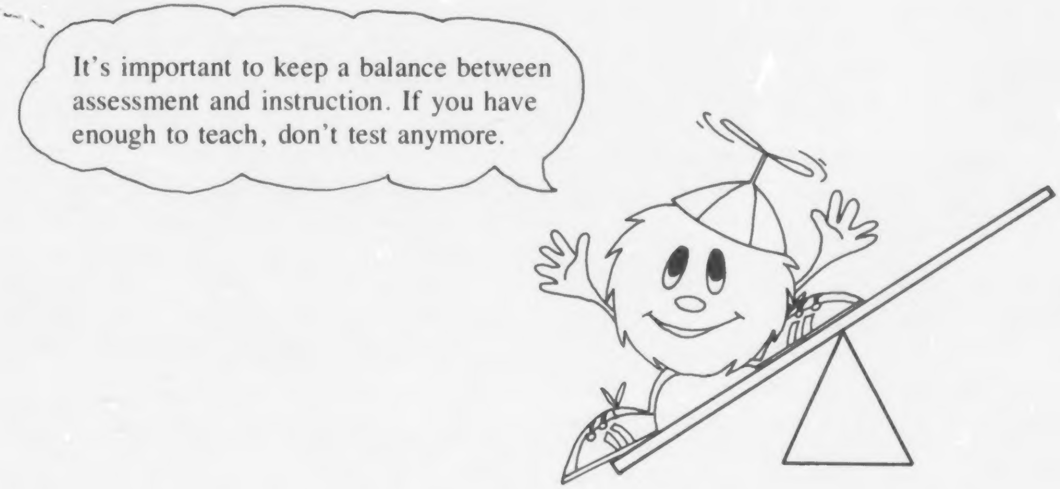
- It is best to assign some testing in all four comprehension categories. This ensures that you provide well-balanced comprehension instruction, and avoid concentrating on only one area.
- Always score each set of tests *before* administering another set.

Selecting Appropriate Tests

One approach is to begin administering the DORT Assessment Tests that correlate with the MEAP objectives. A cross-index of DORT/MEAP objectives can be found at the end of this Guide.

Another approach is to begin by assigning the first seven tests in a major category (Detail, Vocabulary, Inference, or Generalization). If students, for example, show mastery of the first seven Detail skills, administer the first seven tests in another category and continue until you have an adequate instructional prescription.

Assume, however, that the students you tested failed to show mastery of a majority of the first seven Detail skills. Already you can determine that a number of Detail instructional sessions are required for these students. Instead of assigning seven tests in each of the next three categories, you should assign only three or four tests from the remaining categories. This should give you the data needed to prescribe a balanced comprehension instructional plan but will not give you more information than you really need.


It's important to keep a balance between assessment and instruction. If you have enough to teach, don't test anymore.

Recording Assessment Test Prescriptions

Each student's Comprehension Answer Book contains an assessment test prescription chart called the Index of Skills, a portion of which is illustrated.

INFERENCE

		Assessment Book Page No.		Page
9/15	☒	I-15	Interpreting Story Facts	5
	☐	I-16	Interpreting Figurative Language	5
	☐	I-17	Interpreting Pictures	5
	⧄	I-18	Inferring from Descriptive Facts	5
	☐	I-19	Interpreting Mood	5
	☒	I-20	Inferring the Main Idea	5

GENERALIZATION

9/28	■	G-1	Classifying — Identifying Category Labels	6
	■	G-2	Classifying — Identifying Examples of Given Categories	6
	■	G-3	Classifying — Recognizing Common Features	6
	■	G-4	Classifying — Expanded Ideas	6
	☒	G-5	Identifying the Main Concept	6
	☒	G-6	Recognizing Valid Generalizations	6
	■	G-7	Selecting Titles for Paragraphs	6
	■	G-8	Selecting Titles for Short Selections	6
	⧄	G-9	Comparing and Contrasting	6
	⧄	G-10	Developing Conclusions	6
	⧄	G-11	Identifying Related Facts	6
	☐	G-12	Relating Specific Terms to General Concept	6
	⧄	G-13	Drawing Conclusions	6
	☐	G-14	Distinguishing Between Reality and Fantasy	6
	☐	G-15	Distinguishing Between Fact and Opinion	6
	☐	G-16	Judging Adequacy and Validity	6

Before administering a set of Assessment Tests, have each student place a slash in the box next to the tests you have assigned, as in box G-9. This will help each student locate the proper Assessment Tests during the testing session.

After you have graded the tests, have the students shade in the appropriate box to show mastery, as in box G-1. Non-mastery should be indicated by an X, as in box I-15. You may also have the date recorded.

If a student has not mastered all the skills in the Answer Book, the book should be forwarded to the receiving teacher. You may have received Answer Books in this way. You may also consult a student's Individual Pupil Profile for this information.

Materials Needed to Administer the Comprehension Assessment Tests

1 Comprehension Assessment Book per student
1 Comprehension Answer Book per student
2 sharpened #2 pencils per student
1 Comprehension Answer Key
1 Comprehension Group Profile

Procedures for Administering the Assessment Tests

- Each student's desk should be cleared of everything except two sharpened pencils.
- You should have a copy of the Comprehension Assessment Book and the Comprehension Answer Book for demonstration purposes.
- It is important that students understand what they are to do and how they are to record their answers. Help should be given with specific questions, but only on how to respond to the questions. Answers should never be given.
- Make sure the students understand that they have as much time as they need to complete the test items. Testing will take place in 30-minute sessions. If they have not completed the tests in that time, they may continue the next day.

DIRECTIONS

Explain that you are going to distribute some tests that will help to determine which skills each student needs to know in order to be a better reader. Distribute an Assessment Book and an Answer Book to each student.

Have the students write their names or check to see if their names are already on the line on the cover of their Answer Books. Be certain that all students have their names in the appropriate place before proceeding.

SAY:

Please write only in your Answer Book. Do not write in the Assessment Book.

If you need another pencil, raise your hand and I will bring you another one.

Have the students open their Answer Books to the Index of Skills. Give them the Assessment Tests they are to complete and have them place a slash mark in the appropriate boxes.

Demonstrate the use of the Answer Books. Tell the students to be sure to match the page number of the test to the answer square number in the Answer Book. Point to a number in the upper left-hand corner of an answer square (e.g., D-1 or D-6 on the first Answer Book page). Ask the students to locate the matching test selection in their Assessment Book.

Tell the students that they are to complete only the assigned test pages. They should refer to their Index of Skills for their assignments. Before beginning an assigned test, they should read the directions carefully. If they do not understand a particular direction, they may raise their hand for assistance.

Explain that they should work on their tests for 30 minutes. These are not timed tests, however. If they do not finish the test in 30 minutes, they may continue on the following day.

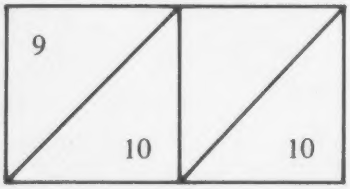
Have the students turn to their first assigned test page. Remind them that they must only write in the Answer Book. Find out if there are any more questions, and instruct the students to begin.

Allow each student as much time as is needed to complete an assessment page. During the test, walk around the room and be available to help students understand the test-taking procedures and directions *only*.

DIRECTIONS FOR MARKING AND INTERPRETATION

Use the Comprehension Assessment Answer Key to score each test page that has been administered. An omission is an incorrect response. More than one answer to a question requiring a single response is considered an incorrect response.

In both the Answer Book and Answer Key you will find a fraction that specifies mastery. An example is illustrated below:



The denominator in the first fraction, 10, indicates that on that particular test, ten student responses are required. The numerator, 9, indicates that at least nine correct responses are required to show mastery.

If students do not score the indicated number of correct responses, this suggests that the skill has not been mastered and must be taught. Each skill in the System is numbered to correspond to your Comprehension Instructional Kit materials, as well as your Comprehension Group Profile. **Before you prescribe the necessary instruction, you must take time to transfer the Assessment Test results to your Comprehension Group Profile.**

COMPREHENSION GROUP PROFILE

Your Comprehension Group Profile is located in your Comprehension Assessment Kit. Your Group Profile functions as your daily record of student progress in DORT. It provides you with a means of recording data for individual students and for the entire class. There are spaces for each student's name and horizontal headings corresponding to the comprehension skill objectives of the DORT System.

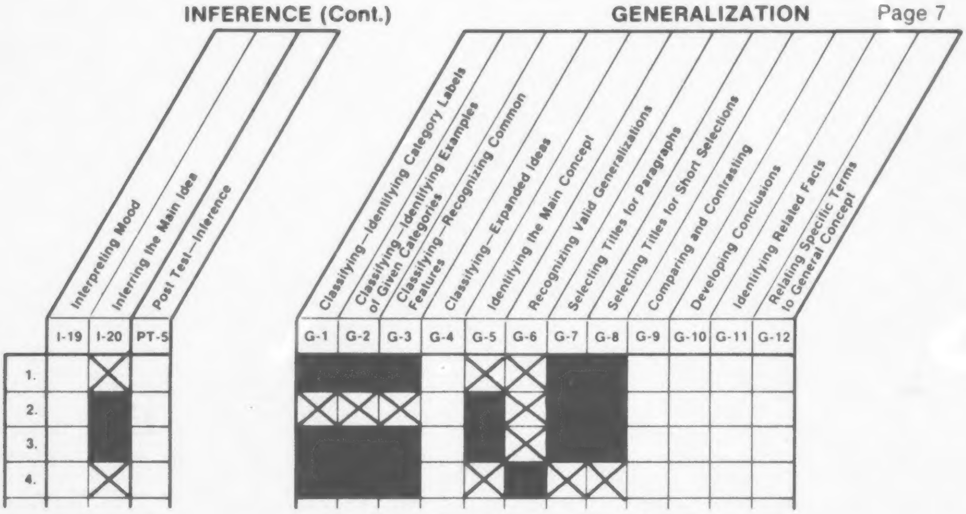
The same markings described for the Answer Book Index of Skills are used on the Group Profile:

☐ Student not tested

☒ Student tested, needs instruction

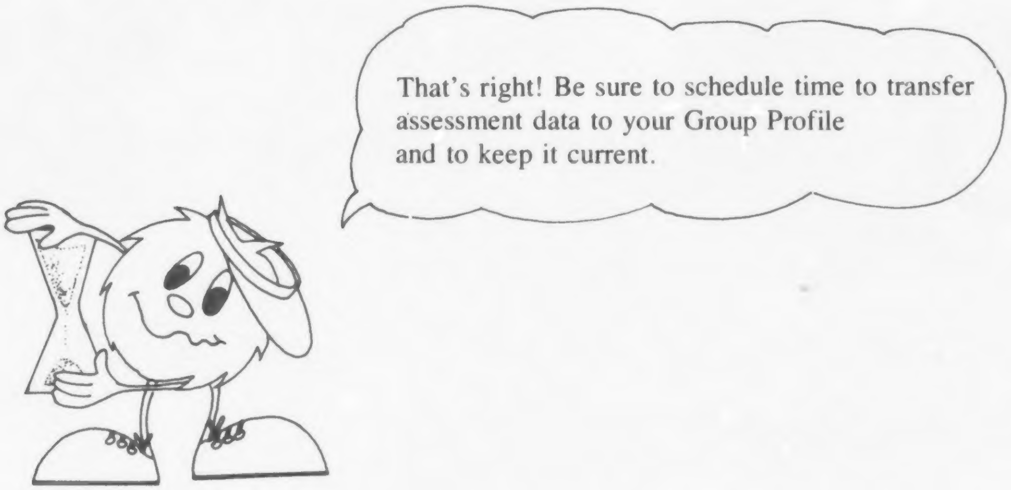
■ Student has mastered objective

The Group Profile portion below is provided to show you how to record each student's Assessment Test results. **You should use a pencil when recording on your Profile.**



	INFERENCE (Cont.)			GENERALIZATION											Page 7
	Interpreting Mood	Inferring the Main Idea	Post Test—Inference	Classifying—Identifying Category Labels	Classifying—Identifying Examples of Given Categories	Classifying—Recognizing Common Features	Classifying—Expanded Ideas	Identifying the Main Concept	Recognizing Valid Generalizations	Selecting Titles for Paragraphs	Selecting Titles for Short Selections	Comparing and Contrasting	Developing Conclusions	Identifying Related Facts	Relating Specific Terms to General Concept
	I-19	I-20	PT-5	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10	G-11	G-12
1.		☒		■	■	■		☒	☒	■	■				
2.		■		☒	☒	☒		■	☒	■	■				
3.		■		■	■	■		■	☒	■	■				
4.		☒		■	■	■		☒	■	☒	☒				

It is vital that you record the results of the Assessment Tests you have administered *before* planning your next instructional lessons.


That's right! Be sure to schedule time to transfer assessment data to your Group Profile and to keep it current.

Instructional Management Tips Using Your Group Profile. A *vertical* scan of the spaces with X's will help you to determine how students should be grouped for single-skill-focused instruction from the DORT Comprehension Instructional Kit. For example, students 1, 2, and 3 might be grouped together for a teacher-directed lesson on Recognizing Valid Generalizations (G-6). A *horizontal* scan gives you ready information concerning individual student's needs.

COMPREHENSION CATEGORY POST TESTS

During the school year, you will probably find that certain students have been assessed and have mastered all subcategory skills listed under a particular Comprehension category.

Such students should be administered the Post Test for that category. Category Post Tests are found in back of the student's Comprehension Assessment Book.

Procedures for Administering Category Post Tests from the Comprehension Assessment Kit

- Provide the student with a Comprehension Assessment Book and his/her Comprehension Answer Book.
- Have the student turn to the appropriate Category Post Test at the end of the Comprehension Assessment Book.
- Help the student locate the matching answer box in the Comprehension Answer Book. Remind the student to write only on the Answer Book.
- Make sure the student understands the procedure for marking the Post Test answers.
- Students should be able to read the Category Post Test directions independently.
- Thirty minutes is the recommended time for a student to be tested in a sitting. If the student does not finish in 30 minutes, allow the student to complete the test on the following day.
- Grade the Post Test using your Comprehension Assessment Answer Key. Post Tests are scored like the Assessment Tests.
- If the student does not show mastery of the entire skill category, you should then provide additional instruction in a range of skills from the category. Once instruction has been given, a second Category Post Test should be administered from the back of the Comprehension Instructional Kit.

INDIVIDUAL PUPIL PROFILE — COMPREHENSION

Information from the Group Profile must be transferred to the Individual Pupil Profile and placed in each student's cumulative file at the end of the school year. This record is then transferred to the student's receiving teacher. There may be other times when you will also need to update this record. For example:

- at the end of a marking period
- when a student is transferred from your class before the end of the school year
- when a Home Curriculum Specialist needs the information (See **Home Curriculum Program** in this Guide.)
- when conducting a parent/teacher conference

You will record on Profiles for all students new to the DORT Comprehension Assessment/Instructional Kits. Otherwise, you will continue recording on the Profiles received from your students' previous DORT teachers. Note the color-code designated for your grade level. If you do not have a pencil that color, indicate the color you use in the appropriate space provided in the upper right-hand corner of the Individual Pupil Profile.

Hoffman Systems Approach to Reading

INDIVIDUAL PUPIL PROFILE

COMPREHENSION SKILLS—1A, 1B and 2

NAME Jill Hawkins

Color Code
Grade 1 = Red Grade 4 = Green Grade 7 = Grey
Grade 2 = Orange Grade 5 = Blue Grade 8 = Pink
Grade 3 = Yellow Grade 6 = Purple Grade 9 = Brown

☒ = Tested/Needs Instruction
■ = Mastery

(Grade) Level							7		
Year							'78		
Color	☐	☐	☐	☐	☐	☐	■	☐	☐

Assessment Book Page No.			DETAIL
1A	1B	2	
1	1	■	Recognizing Details
2	2	■	Recognizing Main Ideas
		■	Recognizing Sequence
		■	Recognizing Comparison
3	3	■	Recognizing Cause and Effect Relationships
		■	Recognizing Character Traits
4	4	■	Recognizing Topic Sentences
5	5	■	Recognizing Essential and Nonessential Details
		■	Recognizing Equivalent Statements
6	6		Locating Information—Verifying Statements
7	7	■	Locating Information—Reading to Prove a Point
8	8	■	Locating Information—Answering Questions
		12	Identifying Story Elements
		☒	OrganizingTemporal Words in Sequence
		■	Sequencing Events
		15	Recognizing Abbreviations
		16	Distinguishing Between Vague and Specific Terms
9	9	17	Interpreting Punctuation
		■	Organizing Information—Identifying Titles
		■	Organizing Information—Indexing
		■	Using References—Table of Contents
		☒	Using References—Dictionary
		☒	Using References—Encyclopedia
		■	Using References—Newspaper
		■	Using References—Telephone Directory
		☒	Using References—Tables and Schedules
		■	Using References—Indexes
		■	Following Directions
		28	Reading Pictorial & Graphic Materials—Maps
		29	Reading Pictorial & Graphic Materials—Globes, Models
		30	Reading Pictorial & Graphic Materials—Simple Diagrams

Assessment Book Page No.			VOCABULARY
1A	1B	2	
1	1	■	Synonyms
2	2	■	Synonyms—Ideas
3	3	■	Antonyms (and Synonyms)
		■	Homonyms
		■	Antonyms
		■	Heteronyms
		■	Multiple Definitions
4	4	■	Context Clues—Syntax
5	5	■	Context Clues—Idea
6	6	■	Shifts in Meaning
7	7	■	Function Words
		■	Idiomatic Language
		■	Connotation
		☒	Mood Words—Classifying
		15	Mood Words—Using
		16	Pronoun Referents
		17	Literal and Figurative Language
		18	Figurative Language—Simile
		19	Figurative Language—Metaphor
		20	Figurative Language—Alliteration
		21	Figurative Language—Personification
		22	Figurative Language—Hyperbole
		23	Figurative Language—Onomatopoeia
8	8	■	Word Structure—Compounds
9	9	■	Word Structure—Contractions
10	10	■	Word Structure—Prefixes and Suffixes
11	11	■	Word Structure—Inflected Forms, Plurals
12	12	■	Word Structure—Inflected Forms, Possessives
13	13	■	Word Structure—Infl. Forms, Comparatives, Superlatives
14	14	☒	Word Structure—Inflected Forms, Tense

WORD LIST

A Word List, containing vocabulary from the Comprehension Assessment Tests, is provided in your Assessment Kit. The list may be useful to you:

- in creating additional activities, word games, homework, spelling.
- as a source of significant words for review, or vocabulary building.
- for the construction of sight-word activity cards.
- for dictionary practice activities.

HIGHLIGHTS OF COMPREHENSION ASSESSMENT

Comprehension Placement

1. Placement Test is administered only once.
2. Testing time for Placement Test should not exceed 30 minutes. (Test may be completed on the following day.)
3. The Placement Test determines if any students should be prescribed Assessment Tests and Independent Activities from Kit 1B.
4. Uses of Placement Test results:
    - parent/teacher conferences
    - to be placed in Form 80's
    - ad hoc grouping

Comprehension Assessment

1. Assessment testing is an ongoing process.
2. Administer no more than seven test selections in one 30-minute session.
3. Students record answers in individual Student Answer Books.
4. Teacher records assessment results on Group Profile.
5. Groups are formulated for teacher-directed instruction according to mastery and non-mastery of assessment objectives.
6. Skill mastery is then determined by using Evaluation section of Teacher Card.
7. Skill mastery is recorded on Group Profile, and Independent Activities for that skill are assigned.
8. Non-mastered skills require reteaching.
9. Administer appropriate Category Post Test to students who have mastered all skills in a category.

COMPREHENSION INSTRUCTIONAL KIT

Once you have given a set of Assessment Tests and have recorded student mastery/non-mastery on your Group Profile, you are ready to begin the prescription phase of the system. This means you are ready to plan and select your reading comprehension instruction to fit the individual needs of your students. Your Group Profile will show you exactly which reading comprehension skills your students still need to master.

The DORT Comprehension Kits provide two types of skill-focused instruction: teacher-directed and independent activities.

Teacher-directed activities are found in the Instructional Kit marked "Teacher."

This Kit contains:

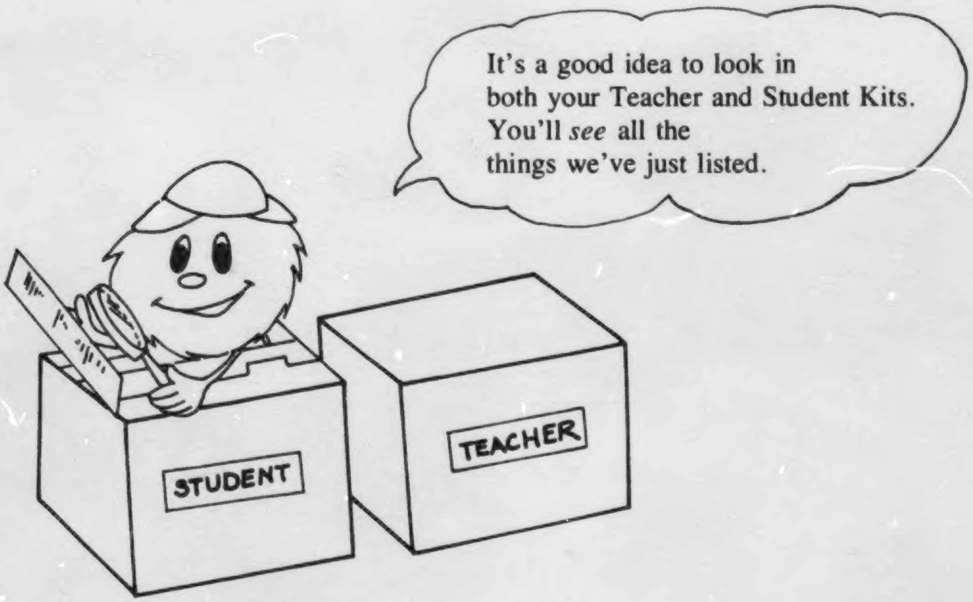
- **Teacher Cards**
  A small group lesson plan for each DORT comprehension skill is provided on these cards. There are six different types of activities outlined: Introduction, Practice, Evaluation (the single-skill post test), Application, Remediation, and Enrichment. In other words, you have many teaching options.
- **Lesson Books**
  Student Lesson Books are provided to support many of the activities presented on the Teacher Cards. This allows each student in your group to respond to your teacher-directed presentation.

Independent seatwork activities are provided in the Instructional Kit marked "Student." This Kit contains:

- **Independent Student Activity Books, Answer Keys, and Answer Sheets**
  Self-checking seatwork activities are provided for students who show mastery of specific DORT skills. Student respond on Answer Sheets, not in the Books, and may check their responses using the Answer Keys. These activities are designed to reinforce or to maintain comprehension skills. For each major comprehension category, there is a separate set of independent student materials.
- **Category Post Tests**
  Category Post Tests are provided on pads for each of the four comprehension categories, with an Answer Key on the front of each pad. These Category Post Tests are back-up category tests, and may never be used if your students pass the Category Post Tests provided in your Assessment Kit.

Like your Comprehension Assessment Kit, the materials in the Instructional Kit are organized by the four major comprehension categories of DORT: Detail, Vocabulary, Inference, and Generalization. Furthermore, each Teacher Card or Independent Student Activity is labeled by the same subcategory skill numbering system (D-1, I-5, and so forth). The following chart indicates the number of subcategory skills treated:

	Details	Vocabulary	Inference	Generalization	Total
Kit 2 (Middle Schools)	32	20	20	29	111
Kits 1A and 1B (Elementary Schools)	(9)	(14)	(9)	(13)	(45)


It's a good idea to look in both your Teacher and Student Kits. You'll *see* all the things we've just listed.
STUDENT
TEACHER

The following is a general outline of the steps you take when using your Comprehension Instructional Kit materials. We will explain each step and describe the materials more thoroughly in the following pages of this Guide.

PROCEDURES	MATERIALS NEEDED	
Select a time to provide single-skill comprehension instruction.	Your regular reading sequence and data from your Comprehension Group Profile will help you select the appropriate skill.	STEP 1
Assign the Independent Student Activity for the selected skill to students who show mastery of this skill on your Profile.	■ Appropriate Independent Activity Books ■ Prescription Answer Sheet ■ Corresponding Independent Activity Answer Key (for student self-checking)	STEP 2
Group students who have not mastered the skill for teacher-directed instruction. Present skill-focused lesson. Time: Approximately 15 - 20 minutes	■ Appropriate Teacher Card: Introduction and Practice sections ■ Corresponding Lesson Book (when required) NOTE: Lesson Book answers are on Teacher Card.	STEP 3

	PROCEDURE	MATERIALS NEEDED
STEP 4	Administer Evaluation Exercise to determine if skill mastery has occurred. Time: Approximately 5 minutes	■ Teacher Card: Evaluation section ■ Lesson Book: Evaluation section (when required) NOTE: Evaluation answers are on Teacher Card.
	If students are not ready for evaluation or do not show mastery after the test, provide additional instruction. This may be done on another day.	*Options:* Use Application or Remediation exercises on Teacher Card/Lesson Books, have students join groups receiving teacher-directed lessons in related DORT skills; use skill-related materials from your core program.
STEP 5	When a skill has been mastered, shade in the appropriate box on your Group Profile. At a later date, assign the Independent Student Activity for this skill to assure skill retention.	■ Group Profile ■ Appropriate Independent Activity Book, Answer Key, and Answer Sheet NOTE: Skill mastery data must be transferred to each student's Individual Pupil Profile at the end of the school year, for parent conferences, or for Home Reading Specialists.

TEACHER CARDS AND LESSON BOOKS

The teacher-directed lesson plans are found on the large red-rimmed cards at the front of the Teacher Kit. These lessons are designed for small group presentation.

Front Side of Teacher Card

The front of each Teacher Card includes:

- The objective
- *Introduction,* an exercise designed to introduce students to the concept
- *Practice,* an exercise that reinforces the skill
- *Evaluation,* an exercise that assesses student mastery of the skill

It is recommended that you present the Introduction and Practice instruction in the same session. Together these activities take approximately 15 to 20 minutes. If time remains, you may then administer the Evaluation exercise to see if skill mastery has been achieved. Your pacing, however, will depend upon the age, attention span, abilities, and needs of the students in your group. You may decide, for example, that students need additional practice before evaluation takes place, or you may simply decide to administer the Evaluation on another day.

Reverse Side of Teacher Card

On the reverse side of the Teacher Card you are provided with three additional activities.

- *Application* activities are written on the same level as the initial instruction. Some Application activities are teacher-directed, while others are independent.
- *Remediation* activities are meant for those students who continue having difficulty with the skill. The Remediation activities are written at a much simpler level.
- *Enrichment* activities are independent activities and are designed to provide more challenging experiences for the student. These activities sometimes require prior preparation by the teacher, but they are the kinds of activities that often fit well in learning centers. Consequently, once prepared, you will have a permanent, independent activity for that skill.

Lesson Books Accompany Each Teacher Card

Ten sets of four student Lesson Books are provided for use with the 111 Teacher Card lessons. The Teacher Card activity specifies whether a supportive Lesson Book exercise is required.

Key To Teacher Card/Lesson Book Symbols

✓ Items requiring preparation in advance by the teacher
● Materials needed

Lesson Book Activities:
● Introduction
■ Practice
▲ Evaluation
★ Application
◆ Remediation
⬗ Enrichment

Independent Activity Book:

🕯 Optional activity; for extra credit

On every teacher instruction card, the actual words a teacher says aloud appear in color. Each expected student response or correct answer appears in italics.

Preparation and Planning Suggestions

■ **Read Each Lesson Plan Prior to Presentation.** Because the Teacher Cards are designed to give you instructional flexibility, it is important that you select the activities best suited to your group. It is also important that you have the appropriate materials and/or Lesson Book pages available *before* you begin the presentation. Approximately 15 to 20 minutes should be allowed for the Introduction and Practice activities. Additional time should be allotted for other activities used.

■ **Use the Teacher Cards with Flexibility.** If you observe that students are having difficulty during the Introduction or Practice activity, you may elect to use the Remediation activity on the Teacher Card. Evaluation may be delayed until a greater degree of proficiency in the skill is evident.

■ **Work in more than one comprehension category.** The four major categories contain the skills necessary for developing good comprehension. Skills from all four categories should be presented on a rotational basis, either in the context of a teacher-instructed lesson or as a reinforcement activity. Although it is important to teach directly to student needs, a balance should be maintained among the four categories. You will often discover that by working with students in one category, they will also be learning to accomplish related skills from another category. If a student should master all skills in a particular category, say Vocabulary, you may still wish to select activities from the reverse side of a Vocabulary Teacher Card to maintain that student's proficiency in Vocabulary skills.

- **Choose a suitable location for small group presentations.** The most desirable location for teacher-directed instruction is next to a chalkboard. An overhead projector may also be used for instruction. Another area is a large table where chart paper can be used and easily seen by the students. When Lesson Books are required, students should be sitting at desks or tables with an appropriate writing surface.
- **Give positive reinforcement.** Always acknowledge a student's correct response. If an incorrect response is made, allow the student to explain his/her reasoning and assist the student in making the correct response. NOTE: Correct responses to all Lesson Book exercises are provided on the Teacher Card.

INDEPENDENT STUDENT ACTIVITY BOOKS/ANSWER SHEETS/ANSWER KEYS

A two-page independent seatwork activity is provided to reinforce every subcategory skill in the DORT System for Middle Schools. These activities are contained in four separate Independent Student Activity Books, one for each major category: Detail, Vocabulary, Inference, and Generalization. You should have 10 of each workbook in the student Instructional Kit.

Students do not write in the Independent Student Activity Books. All student responses are made on the Prescription Answer Sheets, located on pads at the back of your Kit. The Answer Sheets are identical and can be used with any independent activity in the Kit.

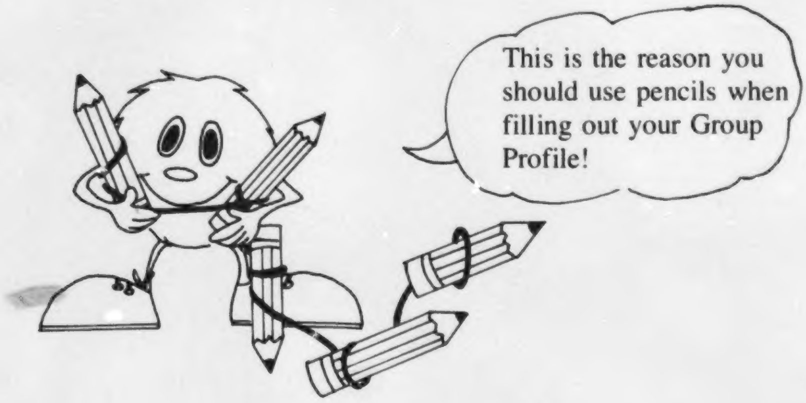
The Independent Student Activities are self-checking. Therefore, Independent Activity Answer Keys are provided for student use. The Answer Keys are also divided by major category, corresponding to the Activity Books. You should have five Detail, Vocabulary, Inference, and Generalization Answer Keys in your Kit.

Independent Student Activities are provided to reinforce or maintain already mastered skills. No student should be expected to complete an Independent Activity related to an unmastered skill.

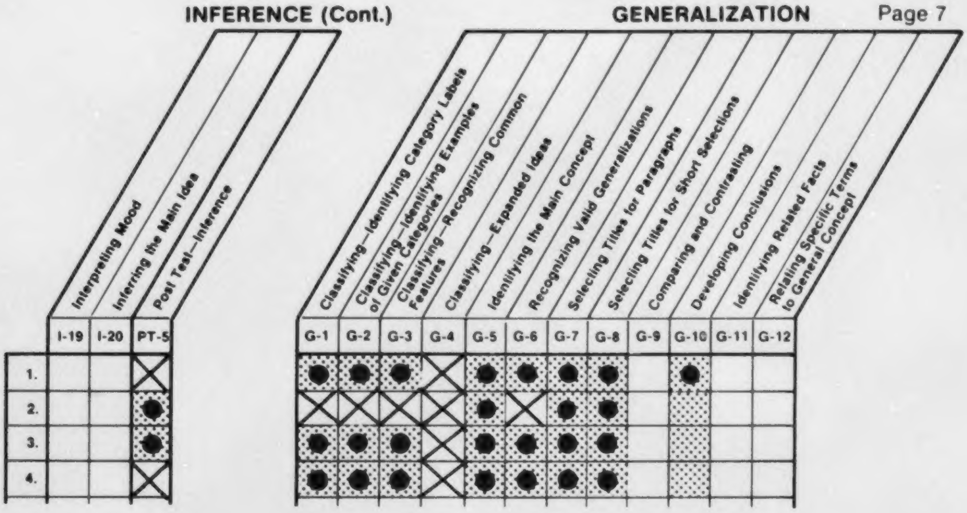
Keeping a Record of Seatwork Assignments

A convenient assignment schedule is provided on the top of the Prescription Answer Sheet. When assigning seatwork, give each student an Answer Sheet and have the student circle the numbers of the particular activities he/she is to complete. Have the students write their names and the date in the spaces provided on the Answer Sheets. After completing the activities and checking the answers, the students should turn in their Answer Sheets. Kept on file, the Answer Sheets provide one method of determining which Independent Student Activities have already been completed.

Your Group Profile can be used as a more convenient record of seatwork completed by each student. When students turn in their Prescription Answer Sheets, note the skill numbers (D-1, V-3, etc.) assigned. Using a colored pencil or pen, place a dot in the center of the shaded square on the Group Profile for that skill. The colored pencil or pen dot will only show up if you shaded in the box with a lead pencil when you recorded mastery of that skill.


This is the reason you should use pencils when filling out your Group Profile!

A quick scan of your Group Profile will show you exactly which seatwork activities have already been completed, as illustrated below:



INFERENCE (Cont.) GENERALIZATION Page 7

	Interpreting Mood	Inferring the Main Idea	Post Test—Inference	Classifying—Identifying Category Labels	Classifying—Identifying Examples of Given Categories	Classifying—Recognizing Common Features	Classifying—Expanded Ideas	Identifying the Main Concept	Recognizing Valid Generalizations	Selecting Titles for Paragraphs	Selecting Titles for Short Selections	Comparing and Contrasting	Developing Conclusions	Identifying Related Facts	Relating Specific Terms to General Concept
	I-19	I-20	PT-5	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10	G-11	G-12
1.			☒	●	●	●	☒	●	●	●	●		●		
2.			●	☒	☒	☒	☒	●	☒	●	●		▨		
3.			●	●	●	●	☒	●	●	●	●		▨		
4.			☒	●	●	●	☒	●	●	●	●		▨		

COMPREHENSION INSTRUCTIONAL KIT POST TESTS

In the back of the student Instructional Kit you will find Category Post Test pads, with Post Test Answer Keys attached. There are four Post Tests, one for each category.

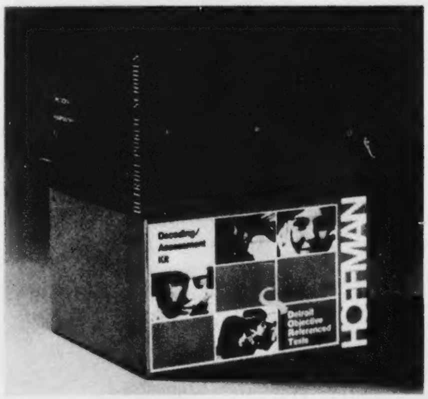
Students are administered Category Post Tests when they have mastered all the skills of an entire category. *However, the first Post Test you give is found in the Comprehension Assessment Kit.*

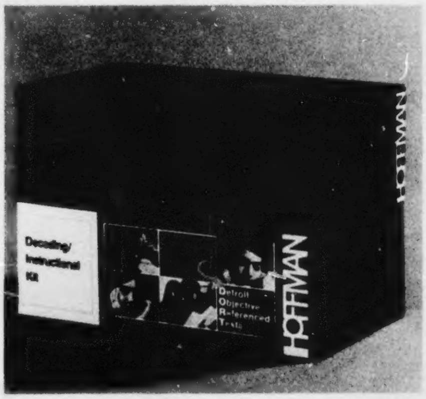
The Category Post Tests in the student Instructional Kit are provided:

- as a backup test to be given to students who did not master the initial Category Post Test and have received additional instruction in that category.
- as an optional diagnostic device, particularly useful in determining whether students have retained mastery of an entire skill category. For example, you may wish to assess students who achieved mastery of a category in their previous school year.

DORT DECODING ASSESSMENT AND INSTRUCTIONAL KITS

As Middle School teachers you will be provided two DORT Decoding Kits to diagnose individual student needs and to prescribe instruction that directly relates to those needs. The diagnostic, or testing, materials are found in the Decoding Assessment Kit. The related instructional materials are contained in the Decoding Instructional Kit.





The Decoding Assessment and Instructional Kits relate to an organized set of specific decoding skills that a student must master to be a proficient reader. For each skill, DORT provides performance objectives, assessment tests, instructional activities, and recommended procedures for application, extension, and enrichment.

DORT decoding materials can be used with individual students or with an entire class. However, the instructional sessions are generally most effective with groups of six or fewer students who have similar instructional needs.

Word Parts and Total Words

In looking through your Decoding Assessment and Instructional Kits, you will see that a distinction has been made between Word Part and Total Word instruction. For Middle School students, we recommend Total Word instruction. Total Word instruction focuses on word patterns, such as consonant/vowel/consonant (CVC). Word Part instruction focuses on individual letters within that pattern, such as the initial consonant. Word Part instruction becomes important for Middle School students only when they have difficulty with a particular pattern and need to concentrate specifically on the sound of a letter within that pattern.

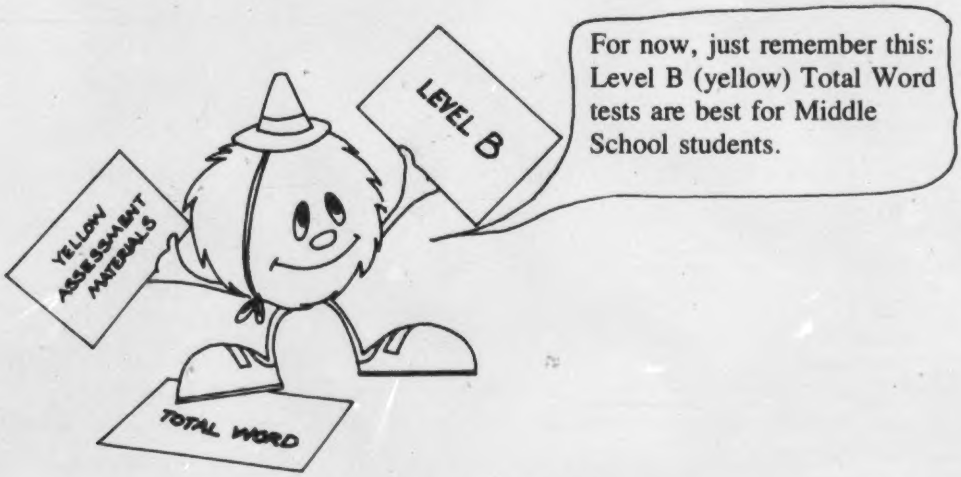
The relationship between Word Part and Total Word skills is illustrated in the following chart:

RELATIONSHIP BETWEEN WORD PART AND TOTAL WORD CATEGORIES

WORD PART		TOTAL WORD	
Category Designation	**No.**	**No.**	**Category Designation**
Initial Consonants Final Consonants Initial "Short" Vowels Medial "Short" Vowels	1 2 3 4	1	CVC, "Short" Vowel
Initial Consonant Digraphs Final Consonant Digraphs and Trigraphs	5 6	2 3	CVC, "Short" Vowel, Initial Consonant Digraph CVC, "Short" Vowel, Final Consonant Digraph and Trigraph
Initial Consonant Blends Final Consonant Blends	7 8	4 5	CVCC, Initial Consonant Blend CVCC, Final Consonant Blend
"Long" Vowels:(C)CVCe,(C)CV	9	6 7 8	(C)CV, "Long " Vowel CVCe, "Long" Vowel (C)CVCe, "Long" Vowel, Initial Consonant Blend/Digraph
Vowel Digraphs and Other Vowel Patterns	10	9	Varying Word Patterns, Digraphs and Other Vowel Patterns
Vowel Diphthongs	11	10	Varying Word Patterns, Vowel Diphthongs
Vowels plus r	12	11	Varying Word Patterns, Vowels plus r

Level A and Level B

Your Decoding Assessment Kit materials are coded pink or yellow to represent two distinct student response levels: Level A = pink, Level B = yellow. These levels specify the amount of cueing that is given to the student before he/she is expected to respond. It is recommended that all Middle School students work at Level B. This means that you should use only the yellow materials in the Decoding Assessment Kit.


For now, just remember this: Level B (yellow) Total Word tests are best for Middle School students.
LEVEL B
YELLOW ASSESSMENT MATERIALS
TOTAL WORD

DECODING ASSESSMENT KIT

The Decoding Assessment Kit is one of the diagnostic components of the DORT Systems Approach to Reading. It is designed to provide specific information regarding the mastery of skills and the needs of individual students. Group tests, administered by the classroom teacher, provide the data required for the efficient management of instruction.

The Decoding Assessment Kit provides you with three types of testing instruments and procedures:

- **Placement Test**
  This is designed principally for elementary readers and assists in prescribing Word Part and Total Word assessment at Level A. This test would be appropriate only for Middle School students reading below third grade level. (If you have such students, refer to the Placement Test instructions in the elementary school section of this Guide.)
- **Decoding Assessment Pretests**
  Pretests are designed to identify each student's specific instructional needs in decoding. There are Level A (pink) and Level B (yellow) pretests for each major Word Part and Total Word category. As Middle School teachers, you will prescribe Level B (yellow) Total Word pretests.
- **Decoding Assessment Post Tests**
  These are provided to help you determine the outcome of instruction in specific decoding skills. The post tests assess the same objectives as the corresponding pretests. Different words are dictated, however, to show mastery of the objective within a varying context.

Your Decoding Assessment Kit contains the materials listed below, but as Middle School teachers, you will be concerned primarily with the underlined items only:

40 Decoding Placement Test Answer Sheets (on a pad)
1 Decoding Placement Test Answer Key (2 overlays)
30 Level A (pink) Decoding Assessment Answer Books (containing pretest and post test answer pages)
30 Level B (yellow) Decoding Assessment Answer Books (containing pretest and post test answer pages)
1 Level A (pink) Decoding Assessment Answer Key
1 Level B (yellow) Decoding Assessment Answer Key
1 each of the following Group Profiles: Level A—Word Parts
    Level A—Total Words
    Level B—Word Parts
    Level B—Total Words
30 Individual Pupil Profiles

DECODING ASSESSMENT TESTS

The Decoding Assessment Tests are designed to identify each student's specific instructional needs in decoding and to determine whether skills have been mastered following instruction. Most Middle School students will be using the Level B response Assessment Tests. All Level B Answer Books, Answer Keys, and Group Profiles are yellow. There are Level B pretests and post tests for 12 Word Part categories (covering 174 objectives) and 11 Total Word categories (covering 86 objectives).

Middle School teachers should concentrate primarily on Total Word assessment and instruction. If students demonstrate abilities to master Total Word objectives, there is no need to prescribe Word Part Assessment Tests. If students do not demonstrate mastery, you have two options:

- You can provide Total Word instruction in the non-mastered categories.
- You can prescribe assessment and instruction in corresponding Word Part categories.

It is important that you maintain a balance between assessment and instruction. You do not need to give all Total Word pretests at once. An assessment testing session should not exceed 30 minutes at one sitting. You should grade the tests and record the results on your Profile before administering additional tests. This will determine whether you can prescribe a sufficient amount of instruction or whether additional assessment is needed.

Materials for Assessment Test Administration

1 Decoding Assessment Answer Book per student
2 sharpened #2 pencils per student
Teacher's Guide Directions for Dictation
Decoding Assessment Answer Key
Group Profiles

Procedures for Administering Decoding Assessment Tests

- Each student's desk should be cleared of everything except two sharpened pencils.
- The Level B Decoding Assessment Answer Books should be ready for distribution.
- You should pace the administration to allow enough time for the students to respond. *Please note that the testing session should not exceed 30 minutes at one sitting.*
- You may prefer to record on tape each Total Word Assessment Test prior to ad-

ministering the tests. If a taped dictation is used, you should still remain in the room to monitor the test and to ensure that good testing procedures are followed. When taping the tests, remember to use each word in a sentence in addition to pronouncing the word twice.

DIRECTIONS

Explain to the students that you are going to give them some reading tests to find out which reading skills they still need to learn. Distribute the Answer Books. Have the students write their names on the Books before proceeding.

At this time be certain that the appropriate cover page faces up: the pretest side for administration of a pretest, or the post test side for a post test. Pretests and post tests may not be given at the same time because the dictated words differ.

Read the appropriate directions as they are given in this Guide. From the test word list, say the item numeral, pronounce each word, **use it in a sentence**, and pronounce the word again. Wait until all the students have had time to make the required response.

DECODING ASSESSMENT TESTS
DIRECTIONS FOR DICTATION

TOTAL WORD—LEVELS A AND B
PRETEST AND POST TEST ITEMS

LOCATION OF TOTAL WORD TESTS IN ANSWER BOOKS:

TOTAL WORD—LEVEL A (Pink)	Answer Book Page		TOTAL WORD—LEVEL B (yellow)	Answer Book Page	
Category	Pretest	Post Test	Category	Pretest	Post Test
1	8	⑧	1	5	⑤
2	8	⑧	2	5	⑤
3	9	⑨	3	5	⑤
4	9	⑨	4	5	⑤
5	10	⑩	5	6	⑥
6	10	⑩	6	6	⑥
7	11	⑪	7	6	⑥
8	11	⑪	8	6	⑥
9	12	⑫	9	7	⑦
10	14	⑭	10	8	⑧
11	14	⑭	11	8	⑧

DECODING ASSESSMENT TEST
TOTAL WORD—LEVELS A AND B (Continued)

TOTAL WORD—LEVEL A: Look at line number ☐. I am going to say a word. Find the word I say and make an **X** on it. Listen carefully.

TOTAL WORD—LEVEL B: Look at line number ☐. I am going to say a word. Write the word I say next to the numeral. Listen carefully.

PRETEST POST TEST

Category 1
CVC, "Short" Vowel

1(1)	ram	fan
(2)	mat	nab
2(1)	him	tip
(2)	lit	dim
3(1)	not	log
(2)	rob	sod
4(1)	hum	hut
(2)	bus	sun
5(1)	met	hen
(2)	yes	peg

Category 2
CVC, "Short" Vowel,
Initial Consonant Digraph

1(1)	shag	chap
(2)	than	wrap
2(1)	ship	chip
(2)	chin	whip
3(1)	shot	knock
(2)	chop	shot
4(1)	shun	chug
(2)	thud	shut
5(1)	shed	wren
(2)	when	then

Category 3
CVC, "Short" Vowel, Final Consonant Di/trigraph

1(1)	dash	hang
(2)	path	badge
2(1)	dish	rich
(2)	with	ridge
3(1)	gosh	lock
(2)	rock	gong
4(1)	rush	much
(2)	hutch	sunk
5(1)	mesh	fetch
(2)	Beth	neck

Category 4
CCVC, "Short" Vowel, Initial Consonant Blend

1(1)	span	glad
(2)	trap	brag
2(1)	twin	grip
(2)	slim	slit
3(1)	plod	flop
(2)	smog	spot
4(1)	stun	stub
(2)	gruff	drum
5(1)	fret	sled
(2)	bled	sped

PRETEST POST TEST

Category 5
CVCC, "Short" Vowel
Final Consonant Blend

1(1)	band	pact
(2)	cast	rant
2(1)	silk	lisp
(2)	tint	risk
3(1)	bond	soft
(2)	pomp	cost
4(1)	dusk	bump
(2)	hunt	fund
5(1)	felt	tent
(2)	bend	melt

Category 6
(C)CV, "Long" Vowel

1.	me	he
2.	go	so
3.	by	my

Category 7
CVCe, "Long" Vowel

1(1)	came	tape
(2)	fate	lake
2(1)	hide	bite
(2)	wife	tile
3(1)	robe	woke
(2)	code	mope
4(1)	cube	fume
(2)	mule	pure
5(1)	tube	dune
(2)	June	rude

Category 8
(C)CVCe, "Long" Vowel,
Initial Consonant Blend/Digraph

1(1)	shape	scale
(2)	skate	stage
2(1)	shine	chime
(2)	white	slide
3(1)	choke	grope
(2)	drove	wrote
4(1)	brute	plume
(2)	fluke	prune

DECODING ASSESSMENT TEST
TOTAL WORD—LEVELS A AND B (Continued)

TOTAL WORD—LEVEL A: Look at line number ☐. I am going to say a word. Find the word I say and make an **X** on it. Listen carefully.

TOTAL WORD—LEVEL B: Look at line number ☐. I am going to say a word. Write the word I say next to the numeral. Listen carefully.

PRETEST POST TEST

Category 9
Varying Word Patterns,
Digraphs, etc.

1(1)	jay	bay
(2)	say	clay
2(1)	they	convey
3(1)	paid	claim
(2)	trail	sprain
4(1)	eight	weight
(2)	neigh	sleigh
5(1)	great	break
6(1)	rein	skein
7(1)	feed	tweed
(2)	speed	screen
8(1)	flea	teach
(2)	wheat	breathe
9(1)	chief	grief
(2)	priest	shield
10(1)	receive	deceive
(2)	ceiling	conceit
11(1)	trolley	turkey
(2)	valley	chimney
12(1)	baby	sunny
(2)	happy	pretty
13(1)	mew	pew
14(1)	cue	argue
15(1)	soup	youth
16(1)	spook	troop
(2)	school	boost
17(1)	jewel	flew
(2)	threw	chew
18(1)	true	due
(2)	blue	glue
19(1)	suit	juice
20(1)	put	full
21(1)	wood	shook
(2)	stood	brook
22(1)	find	child
23(1)	pies	dried
(2)	lied	flies
24(1)	night	slight
(2)	thigh	bright
25(1)	toe	hoe
26(1)	road	croak
(2)	coax	float
27(1)	row	bowl
(2)	crow	shown
28(1)	fold	both
29(1)	cause	sauce
30(1)	law	draw
31(1)	dog	cost

PRETEST POST TEST

Category 10
Varying Word Patterns,
Vowel Diphthongs

1(1)	out	sound
(2)	mouse	ground
2(1)	now	allow
(2)	powder	flower
3(1)	joy	coy
(2)	tomboy	enjoy
4(1)	spoil	avoid
(2)	point	boil

Category 11
Varying Word Patterns,
Vowels plus r

1.	perch	fern
2.	blur	churn
3.	third	twirl
4.	word	world
5.	earth	heard
6.	pair	chair
7.	mare	scare
8.	bear	wear
9.	year	smear
10.	jeer	steer
11.	thorn	born
12.	oar	roar
13.	core	shore
14.	yard	march

DECODING ASSESSMENT TESTS
DIRECTIONS FOR DICTATION

WORD PART—LEVELS A AND B
PRETEST AND POST TEST ITEMS

LOCATION OF WORD PART TESTS IN ANSWER BOOKS:

WORD PART—LEVEL A (Pink) Category	Answer Book Page Pretest	Answer Book Page Post Test	WORD PART—LEVEL B (Yellow) Category	Answer Book Page Pretest	Answer Book Page Post Test
1	1	①	1	1	①
2	1	①	2	1	①
3	2	②	3	1	①
4	2	②	4	2	②
5	3	③	5	2	②
6	3	③	6	2	②
7	4	④	7	3	③
8	5	⑤	8	3	③
9	5	⑤	9	3	③
10	6	⑥	10	4	④
11	7	⑦	11	4	④
12	7	⑦	12	4	④

CATEGORY 1—Initial Consonants

WORD PART—LEVEL A
(Answer Book Page 1)

Look at the letters in the boxes beside the numeral ☐. Listen to the beginning sound of the word I am going to say. In your Answer Book, make an **X** on the letter that stands for that sound.

WORD PART—LEVEL B
(Answer Book Page 1)

Look at the letters beside the numeral ☐. The first letter is missing. Listen to the beginning sound in the word I am going to say. Write the letter that stands for the missing sound on the correct line in your Answer Book.

	PRETEST	POST TEST
1.	map	mob
2.	rat	red
3.	tug	tax
4.	sip	sob
5.	nod	net
6.	let	lot
7.	fan	fox
8.	big	bun
9.	had	hem
10.	got	gum
11.	vim	van
12.	dot	dig
13.	zip	zag
14.	kit	kid
15.	win	wag
16.	peg	pin
17.	cap	cup
18.	yam	yet
19.	jug	jig
20.	gent	germ
21.	city	center

CATEGORY 2—Final Consonants

WORD PART—LEVEL A
(Answer Book Page 1)

Look at the letters in the boxes beside the numeral ☐. Listen to the last sound of the word I am going to say. In your Answer Book, make an **X** on the letter that stands for that sound.

WORD PART—LEVEL B
(Answer Book Page 1)

Look at the letters beside the numeral ☐. The last letter is missing. Listen to the last sound in the word I am going to say. Write the letter that stands for the missing sound on the correct line in your Answer Book.

	PRETEST	POST TEST
1.	hum	jam
2.	pen	ton
3.	mat	wet
4.	cap	nip
5.	sad	sod
6.	beg	bug
7.	pal	feel
8.	bus	gas
9.	web	tub
10.	leaf	roof
11.	fox	mix
12.	look	book
13.	whiz	quiz

Note: Pronounce each word. Use it in a sentence, then pronounce the word again.

DECODING ASSESSMENT TEST
WORD PART—LEVELS A AND B (Continued)

CATEGORY 3—Initial "Short" Vowels

WORD PART—LEVEL A
(Answer Book Page 2)

Look at the letters in the boxes beside the numeral ☐. Listen to the beginning sound of the word I am going to say. In your Answer Book, make an **X** on the letter that stands for that sound.

	PRETEST	POST TEST
1.	ask	act
2.	ox	odd
3.	imp	ill
4.	us	up
5.	egg	ebb

WORD PART—LEVEL B
(Answer Book Page 1)

Look at the letters beside the numeral ☐. The first letter is missing. Listen to the beginning sound in the word I am going to say. Write the letter that stands for the missing sound on the correct line in your Answer Book.

CATEGORY 4—Medial "Short" Vowels

WORD PART—LEVEL A
(Answer Book Page 2)

Look at the letters in the boxes beside the numeral ☐. Listen to the middle sound of the word I am going to say. In your Answer Book, make an **X** on the letter that stands for that sound.

	PRETEST	POST TEST
1.	cap	sad
2.	mop	box
3.	lid	pig
4.	bug	rub
5.	met	get

WORD PART—LEVEL B
(Answer Book Page 2)

Look at the letters beside the numeral ☐. The middle letter is missing. Listen to the middle sound of the word I am going to say. Write the letter that stands for the missing sound on the correct line in your Answer Book.

CATEGORY 5—Initial Consonant Digraphs

WORD PART—LEVEL A
(Answer Book Page 3)

Look at the letters in the boxes beside the numeral ☐. Listen to the beginning sound of the word I am going to say. In your Answer Book, make an **X** on the letters that stand for that sound.

	PRETEST	POST TEST
1.	ship	shun
2.	them	that
3.	thin	think
4.	white	whip
5.	chop	chat
6.	phone	photo
7.	knot	knit
8.	wren	wrung
9.	gnat	gnash
10.	scene	scent

WORD PART—LEVEL B
(Answer Book Page 2)

Look at the letters beside the numeral ☐. The first letters are missing. Listen to the beginning sound in the word I am going to say. Write the letters that stand for the missing sound on the correct line in your Answer Book.

CATEGORY 6—Final Consonant Di/trigraphs

WORD PART—LEVEL A
(Answer Book Page 3)

Look at the letters in the boxes beside the numeral ☐. Listen to the ending sound of the word I am going to say. In your Answer Book, make an **X** on the letters that stand for that sound.

	PRETEST	POST TEST
1.	dish	mesh
2.	bath	both
3.	each	much
4.	back	duck
5.	sing	rang
6.	bank	honk
7.	graph	nymph
8.	reign	sign
9.	tough	laugh
10.	patch	witch
11.	dodge	badge

WORD PART—LEVEL B
(Answer Book Page 2)

Look at the letters beside the numeral ☐. The last letters are missing. Listen to the ending sound in the word I am going to say. Write the letters that stand for the missing sound on the correct line in your Answer Book.

DECODING ASSESSMENT TEST
WORD PART—LEVELS A AND B (Continued)

CATEGORY 7—Initial Consonant Blends

WORD PART—LEVEL A
(Answer Book Page 4)

Look at the letters in the boxes beside the numeral ☐. Listen to the beginning sounds of the word I am going to say. In your Answer Book, make an **X** on the letters that stand for those missing sounds.

WORD PART—LEVEL B
(Answer Book Page 3)

Look at the letters beside the numeral ☐. The first letters are missing. Listen to the beginning sounds in the word I am going to say. Write the letters that stand for the missing sounds on the correct line in your Answer Book.

	PRETEST	POST TEST
1.	skin	sketch
2.	black	blush
3.	clap	clod
4.	flat	flop
5.	glow	glum
6.	plate	pluck
7.	slide	slate
8.	brake	bread
9.	drum	drive
10.	free	from
11.	grape	grow
12.	trade	truth
13.	cry	crab
14.	press	print
15.	scare	scalp
16.	smile	smoke
17.	snap	snake
18.	spell	spin
19.	store	stay
20.	swing	swim
21.	twin	twig
22.	quit	quiz
23.	square	squad
24.	string	strap
25.	splash	split
26.	screen	scratch
27.	spray	spring
28.	shrub	shred
29.	throw	three

CATEGORY 8—Final Consonant Blends

WORD PART—LEVEL A
(Answer Book Page 5)

Look at the letters in the boxes beside the numeral ☐. Listen to the ending sounds of the word I am going to say. In your Answer Book, make an **X** on the letters that stand for those sounds.

WORD PART—LEVEL B
(Answer Book Page 3)

Look at the letters beside the numeral ☐. The final letters are missing. Listen to the ending sounds in the word I am going to say. Write the letters that stand for the missing sounds on the correct line in your Answer Book.

	PRETEST	POST TEST
1.	land	pond
2.	test	list
3.	lint	bent
4.	lamp	ramp
5.	task	mask
6.	clasp	gasp
7.	cold	held
8.	help	pulp
9.	milk	silk
10.	belt	colt
11.	raft	left
12.	kept	wept
13.	tact	duct
14.	burst	first

CATEGORY 9—"Long" Vowels: (C)CVCe, (C)CV

WORD PART—LEVEL A
(Answer Book Page 5)

Look at the letters in the boxes beside the numeral ☐. Listen to the word I am going to say. In your Answer Book, make an **X** on the letter that stands for the missing sound.

WORD PART—LEVEL B
(Answer Book Page 3)

Look at the letters beside the numeral ☐. One letter is missing. Listen to the word I am going to say. Write the letter that stands for the missing sound in your Answer Book.

	PRETEST	POST TEST
1.	cake	fade
2.	kite	time
3.	rope	bone
4.	cute	mule
5.	Pete	theme
6.	rule	rude
7.	be	we
8.	go	no
9.	my	by

CATEGORY 10—Vowel Digraphs and Other Vowel Patterns

WORD PART—LEVEL A
(Answer Book Page 6)

Look at the letters in the boxes beside the numeral ☐. Listen to the word I am going to say. In your Answer Book, make an **X** on the letters that stand for the missing sound.

WORD PART—LEVEL B
(Answer Book Page 3)

Look at the letters beside the numeral ☐. Listen to the word I am going to say. Write the letters that stand for the missing sound in your Answer Book.

	PRETEST	POST TEST
1.	keep	peep
2.	meal	leap
3.	chief	thief
4.	seize	deceit
5.	key	money
6.	happy	sunny
7.	say	day
8.	they	obey
9.	tail	wait
10.	weigh	freight
11.	great	break
12.	rein	vein
13.	toe	hoe
14.	boat	load
15.	show	blow
16.	fold	most
17.	mind	child
18.	tie	pie
19.	sigh	high
20.	few	mew
21.	cue	hue
22.	soup	group
23.	to	do
24.	fool	food
25.	canoe	shoe
26.	threw	chew
27.	true	blue
28.	suit	fruit
29.	pull	bush
30.	wood	book
31.	saucer	pause
32.	paw	jaw
33.	walk	talk
34.	caught	taught
35.	bought	thought
36.	soft	strong

DECODING ASSESSMENT TEST
WORD PART—LEVELS A AND B (Continued)

CATEGORY 11—Vowel Diphthongs

WORD PART—LEVEL A
(Answer Book Page 7)

Look at the letters in the boxes by the numeral ☐. Listen to the word I am going to say. In your Answer Book, make an **X** on the letters that stand for the missing sound.

WORD PART—LEVEL B
(Answer Book Page 4)

Look at the letters beside the numeral ☐. Listen to the word I am going to say. Write the letters that stand for the missing sound in your Answer Book.

PRETEST	POST TEST
1. mouth	shout
2. cow	down
3. oil	coin
4. boy	toy

CATEGORY 12—Vowels plus r

WORD PART—LEVEL A
(Answer Book Page 7)

Look at the letters in the boxes beside the numeral ☐. Listen to the word I am going to say. In your Answer Book, make an **X** on the letters that stand for the missing sound.

WORD PART—LEVEL B
(Answer Book Page 4)

Look at the letters beside the numeral ☐. Listen to the word I am going to say. Write the letters that stand for the missing sound in your Answer Book.

PRETEST	POST TEST
1. her	term
2. hurt	burn
3. sir	stir
4. work	worm
5. earth	learn
6. fear	clear
7. deer	cheer
8. fierce	pier
9. fair	chair
10. care	mare
11. bear	pear
12. there	where
13. corn	storm
14. board	roar
15. shore	core
16. door	floor
17. yard	dark

DIRECTIONS FOR MARKING AND INTERPRETATION

Using the color-coded Decoding Assessment Answer Keys, mark the student responses.

In the Total Word categories, some performance objectives are assessed with two test items and some with only one. If there are two test items, *both* must be correct for mastery.

All items that are not answered correctly indicate objectives which must be taught. Each test item, or pair of items, is numbered to correspond to the objectives shown on the Individual Pupil Profile and the Group Profile, as well as to Decoding Instructional Kit.

DECODING GROUP PROFILES

Your Decoding Group Profile functions as your daily record of student progress in DORT. It provides you with a means of recording data for individual students and for the entire class. There are spaces for each student's name and horizontal headings corresponding to the decoding skill objectives of each category.

There are four different Profiles included in the Decoding Assessment Kit. You should use the yellow Total Word Profile.

It is best to use lead pencils when marking your Group Profiles. The following markings are to be used:

☒ Student tested, needs mastery
■ Student has mastered objective

Stages of Marking the Profile

- After scoring Assessment Tests, you will record test results on your Profile.
- After providing instruction, you will use the Profile to record skill mastery, if achieved.

It is important that you schedule time to transfer pretest and post test results on your Profile.

Remember.
Keep your Profiles updated.

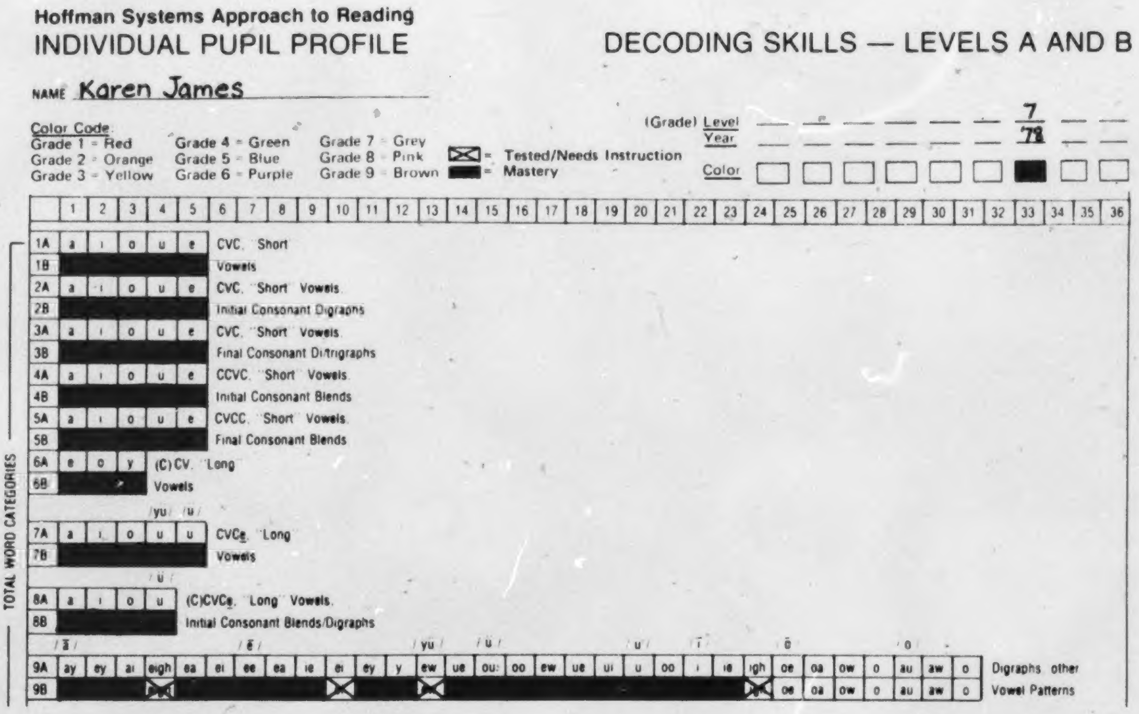
Instructional Management Using Your Group Profile. Your Group Profile is your record of student instructional needs. You should keep your Group Profile with you whenever you are providing reading instruction. A *horizontal* scan will quickly tell you exactly which decoding skills a particular student has mastered and which skills still need to be worked. A *vertical* scan of the spaces with X's will help you determine how to group students for skill-focused instruction from the DORT Decoding Instructional Kit.

INDIVIDUAL PUPIL PROFILE—DECODING

At the end of the school year, or when a student transfers from your class, you must record the data from your Group Profile on each student's Individual Pupil Profile. The same markings are to be used:

☐	Skill not tested
☒	Skill tested, needs instruction
■	Student has mastered objective

Look carefully at the sample Profile below. Notice that for each decoding skill there are two rows of boxes, one for Level A and one for Level B. As Middle School teachers you will use the Level B boxes.



Hoffman Systems Approach to Reading

INDIVIDUAL PUPIL PROFILE

DECODING SKILLS — LEVELS A AND B

NAME Karen James

Color Code:
Grade 1 = Red
Grade 2 = Orange
Grade 3 = Yellow
Grade 4 = Green
Grade 5 = Blue
Grade 6 = Purple
Grade 7 = Grey
Grade 8 = Pink
Grade 9 = Brown

☒ = Tested/Needs Instruction
■ = Mastery

(Grade) Level 7
Year '78
Color ☐ ☐ ☐ ☐ ☐ ☐ ■ ☐ ☐

TOTAL WORD CATEGORIES

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
1A	a	i	o	u	e																																CVC, "Short
1B	■	■	■	■	■																																Vowels
2A	a	i	o	u	e																																CVC, "Short" Vowels.
2B	■	■	■	■	■																																Initial Consonant Digraphs
3A	a	i	o	u	e																																CVC, "Short" Vowels.
3B	■	■	■	■	■																																Final Consonant Di/trigraphs
4A	a	i	o	u	e																																CCVC, "Short" Vowels.
4B	■	■	■	■	■																																Initial Consonant Blends
5A	a	i	o	u	e																																CVCC, "Short" Vowels.
5B	■	■	■	■	■																																Final Consonant Blends
6A	e	o	y																																		(C)CV, "Long
6B	■	■	■																																		Vowels
				/yu/	/u/																																
7A	a	i	o	u	u																																CVCe, "Long
7B	■	■	■	■	■																																Vowels
				/ü/																																	
8A	a	i	o	u																																	(C)CVCe, "Long" Vowels.
8B	■	■	■	■																																	Initial Consonant Blends/Digraphs
	/ā/						/ē/						/yu/		/ü/					/u/		/ī/			ō				/o/								
9A	ay	ey	ai	eigh	ea	ei	ee	ea	ie	ei	ey	y	ew	ue	ou:	oo	ew	ue	ui	u	oo	i	ie	igh	oe	oa	ow	o	au	aw	o						Digraphs other
9B	■	■	■	☒	■	■	■	■	■	☒	■	■	☒	■	■	■	■	■	■	■	■	■	■	☒	oe	oa	ow	o	au	aw	o						Vowel Patterns

You will record on a Profile for all students new to the DORT Decoding Kits. Otherwise, you will continue recording on the Profiles received from your students' previous DORT teachers. Note the color-code designated for your grade level. If you do not have a pencil that color, indicate the color you use in the appropriate space provided in the upper right-hand corner.

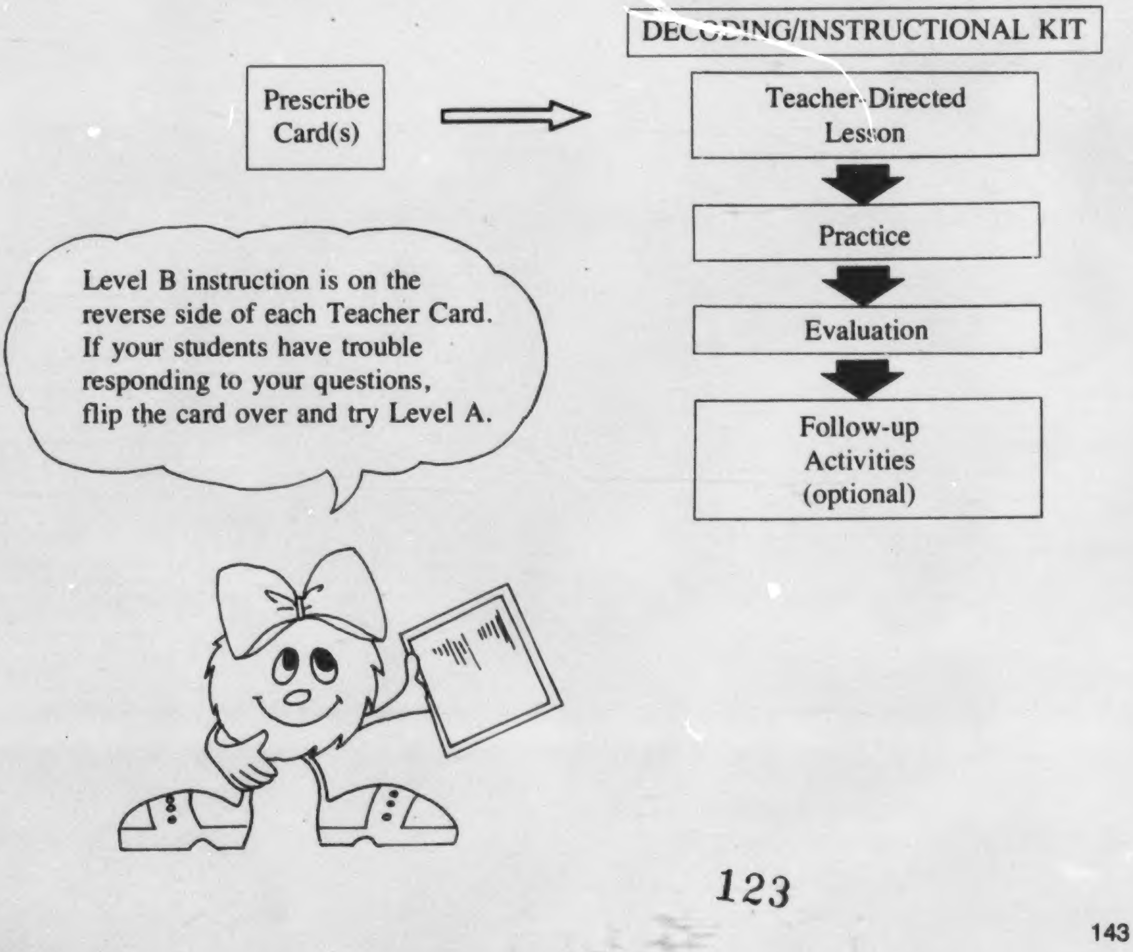
DECODING INSTRUCTIONAL KIT

Your Decoding Instructional Kit provides you with lesson plans that focus on every one of the 260 DORT Decoding skills. These lessons are contained on Teacher Cards that are numbered to match your Decoding Assessment materials, and your Decoding [illegible]files.

Cards pertaining to Total Word instruction are located in the back section of the Kit. Word Part instructional cards are in the front.

There is one Teacher Card provided for every skill in a category. For each category, you are also given one or more Review Cards. These may be used to present instruction in all skills for a particular category.

The following chart illustrates the general sequence you might use when presenting a DORT Decoding lesson:


DECODING/INSTRUCTIONAL KIT
Prescribe Card(s)
Teacher-Directed Lesson
Practice
Evaluation
Follow-up Activities (optional)
Level B instruction is on the reverse side of each Teacher Card. If your students have trouble responding to your questions, flip the card over and try Level A.

Teacher-Directed Lessons

Every instructional card begins with a teacher-directed lesson that generally progresses in the same way. First you begin by letting the students *hear* the words you are teaching. The ear signals the auditory portion of the lesson. Next, you present the skill visually — letting the students *see* the words. The visual part of your presentation is represented by the eye.

Practice

Each card provides you with a Practice activity that directly reinforces the skills and ideas of your initial presentation. It is recommended that you follow your teacher-directed lesson with a Practice activity. It takes approximately 10 to 15 minutes to present the teacher-directed lesson and one Practice activity.

Evaluation

An Evaluation activity is provided to help you assess student mastery of the skill. You may have already determined through observation that skill mastery has been achieved. This activity helps you verify your observations. If time permits, you can administer the Evaluation activity directly after instruction or you may evaluate on another day.

After mastery has been determined through evaluation you should then shade in the box for that skill on your Group Profile.

Independent Activity

An Independent Activity is provided on all Total Word cards. These are particularly useful in reinforcing skills that have already been mastered.

Key to Symbols Used on the Cards

👂	**Auditory activity**
👁	**Visual activity**
✋	**Kinesthetic activity**
🍎	**Teacher directed follow-up activity**
☺	**Independent student activity**
💬	**Representative words**
✓	**Items that should be written on the board or on paper before the lesson begins**
•	**Materials needed**
/a/	**Sound representation**
a	**Letter representation**
C	**Single consonant sound represented by one letter, a digraph, or a trigraph**
CC	**Consonant blend represented by two or three letters**
VV	**Vowel digraph or vowel diphthong**

On every card, the actual words a teacher says appear in color.
Each expected student response or answer appears in *italics*.

Preparation and Planning Suggestions

- It is important that you plan your presentations and select additional activities to suit your students' abilities and needs. It is also important that you have the appropriate materials or boardwork available *before* you begin the presentation.
- Your presentation should be near a chalkboard or near an outlet for an overhead projector.
- The materials needed for Decoding instructional activities are minimal and simple. If you keep the following supplies near your instructional center, you will always be prepared: newsprint, construction paper, scissors, 3 X 3 inch squares of heavy paper for response cards, crayons, extra pencils, and writing paper.
- Independent and Evaluation activities may be put on charts or posters and kept from year to year.
- Give positive reinforcement. Acknowledge a student's correct response. Assist a student in correcting his/her responses.
- Encourage individual participation and keep your teacher-directed instructional groups small. Responses by the group as a whole should be kept to a minimum. Individual responses bring best results.

HOME CURRICULUM PROGRAM

The Home Curriculum Specialists will be actively involved in DORT as it applies to Middle School students identified for the Home Curriculum Program. It is their responsibility to assist teachers in communicating the importance of DORT to parents of this student population. Initially, the Home Curriculum Specialists will help ensure that such parents understand:

- why DORT is being implemented in the Detroit Public Schools,
- how the System works,
- how DORT fits in with the Home Curriculum Program,
- how they, as parents, can contribute to their child's reading progress and success in school.

Individual Pupil Profiles—It is vitally important that the Home Curriculum Specialists be informed of the progress each of these students is experiencing through DORT. They must obtain such information from your DORT Group Profile sheets and transfer it to these students' Individual Pupil Profile cards. The Home Curriculum Specialists will use the Individual Pupil Profiles during home visitations and at other times when communicating with the parents about their child's progress.

The Home Curriculum Specialists will be furnishing such parents with lessons based on the MEAP objectives. These objectives have been cross-indexed with DORT (see pages 161-167. Therefore, once the Specialists know which DORT objectives the student needs to master, they can support your classroom instruction by suggesting related Home Curriculum lessons to the parents.

APPENDIX

- Individual Oral Reading Survey
- Classroom Arrangement
- Pronunciation Key
- Correlation Grade 4
- Correlation Grade 7
- Glossary

INDIVIDUAL ORAL READING SURVEY

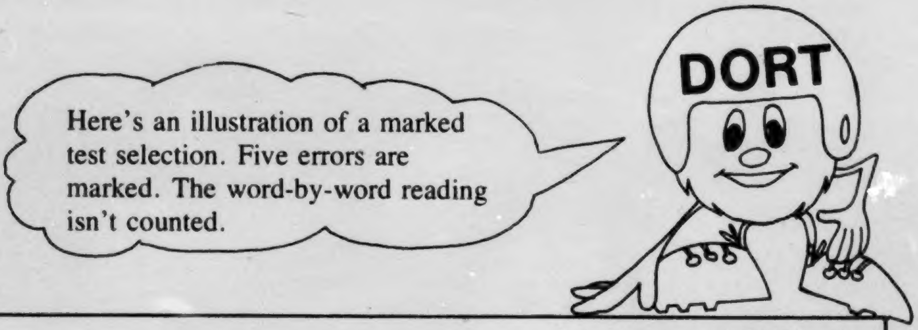
The Oral Reading Survey is an additional test for determining a student's comprehension/instructional level. It should be used only if the DORT Comprehension Placement Test results, or other placement indicators, do not give the teacher adequate information for placing the student in appropriate reading materials.

Materials Needed to Administer the Oral Reading Survey

- the student's Placement Test Answer Sheet
- 2 Placement Test booklets from your designated Comprehension Assessment Kit
- Oral Reading Survey Table provided below

Directions for Administering and Scoring of Oral Reading Survey

1. Arrange to test the student individually.
2. Refer to the student's Placement Test Answer Sheet and find the level at which the student scored 70% or more.
3. Turn to the Placement Test selection for that level in both the student's and your copy of the booklet.
4. Have the student read the selection aloud. Mark errors on your copy using this code:
   - Circle all omissions.
   - Record all incorrect responses and insertions in the space above the words.
   - Record "H" for hesitations of three seconds or more.
   - Record "R" for repetitions.
   - For your own information, record slash marks (e.g., the/boy/ran/) for word-by-word reading, although this will not count as an error.
5. Count the total number of errors made. This number should include incorrect responses, omissions, insertions, hesitations, and repetitions. *Word-by-word reading does not count as an error,* though it provides useful information as to the student's fluency.


DORT
Here's an illustration of a marked test selection. Five errors are marked. The word-by-word reading isn't counted.

LEVEL: 4

quite a
King was almost always a quiet dog, but something had caused him to
act strangely. First he gave a loud yelp. Then he hurriedly ran from the
den into the living room. Cliff and Pam were watching a show on TV.
R
They turned quickly to see their huge dog. There he/was/stretched/out/
H
full length, under a small table next to them. Imagine how silly he looked
little
trying to fit his big body under that tiny table.

6. Use this Table to determine the student's level:

Oral Reading Survey Table				
		Number of Errors for Decoding Levels		
Level	Number of Words	Independent	Instructional	Frustration
PP	30	0	1	2 or more
P	28	0	1	2 or more
1	36	0-1	2	3 or more
2	49	0-2	3	4 or more
3	73	0-2	3-4	5 or more
4	78	0-2	3-4	5 or more
5	112	0-3	4-5	6 or more
6	106	0-3	4-5	6 or more

7. If the first reading indicates that the student is at a frustration level, give the student a second Oral Reading Survey. This time use the Placement Test selection at the next lower level. Continue adjusting the reading selection level until the student's instructional level is determined.
8. Record the instructional level on the student's Placement Test Answer Sheet and keep this in the student's cumulative file.

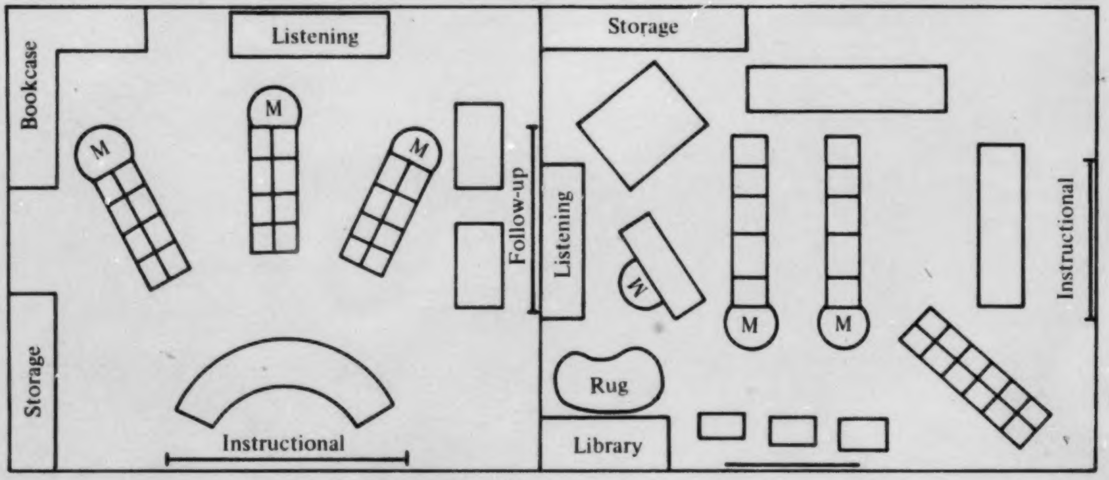
CLASSROOM ARRANGEMENT

When arranging your classroom, the following must be taken into consideration:

1. What is your preference concerning student movement in the classroom? Do you prefer:
    - groups of students moving from one area of the room to another, sitting in more than one seat during the reading time?
    - students sitting in assigned seats for a portion of the reading time and moving as part of a group at another time?
    - students sitting in assigned seats throughout the reading time?
2. How much space do you have and what is the type and amount of furniture you can utilize?
3. What materials have you selected and what type of equipment do you need? How do you want these materials utilized and stored?

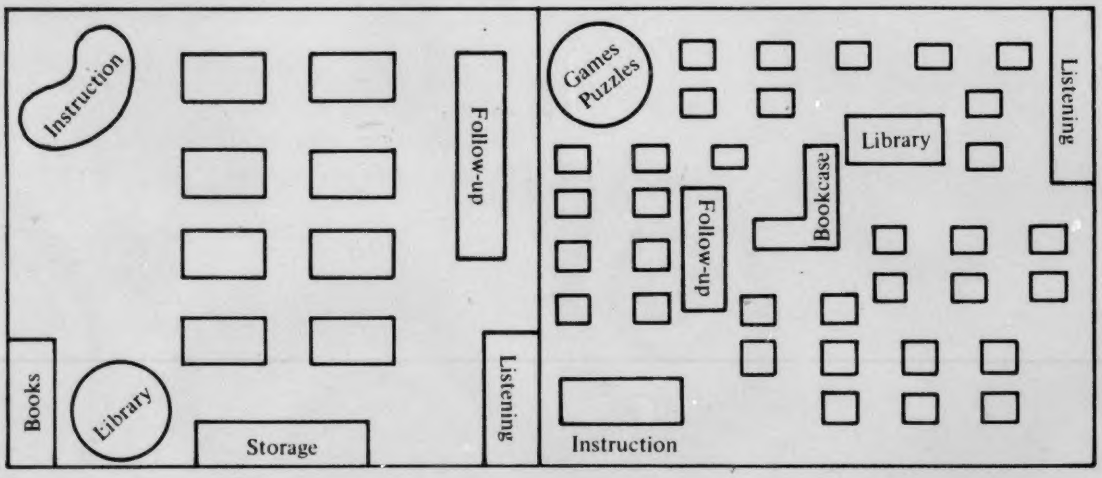
Figures I through IV illustrate several room arrangements. These room arrangements reflect instructional follow-up, listening, independent, and storage areas. A brief explanation of student movement is below each illustration. Although presented in a rectangular shape, the arrangements could also be adapted to open-space situations.

Figure I: *Flexible Movement*



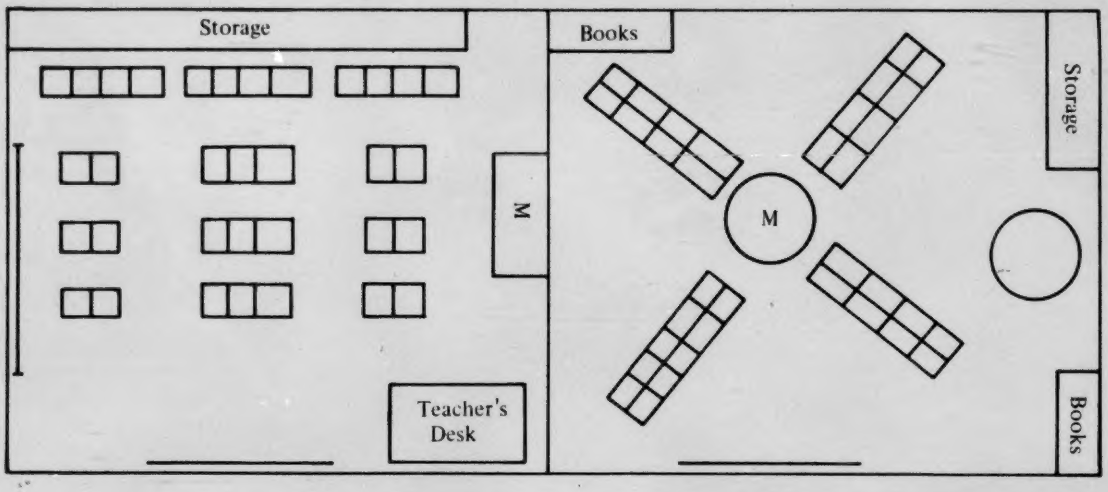
Students do not have assigned seats. Materials for each activity are stored either at the end of the set of desks or in the storage area. Students move at intervals to each of the designated areas according to a group schedule, or they may be allowed to move freely from one work area to another.

Figure II: *Designated Work Areas*


Instruction
Follow-up
Books
Library
Storage
Listening
Games Puzzles
Library
Listening
Bookcase
Follow-up
Instruction

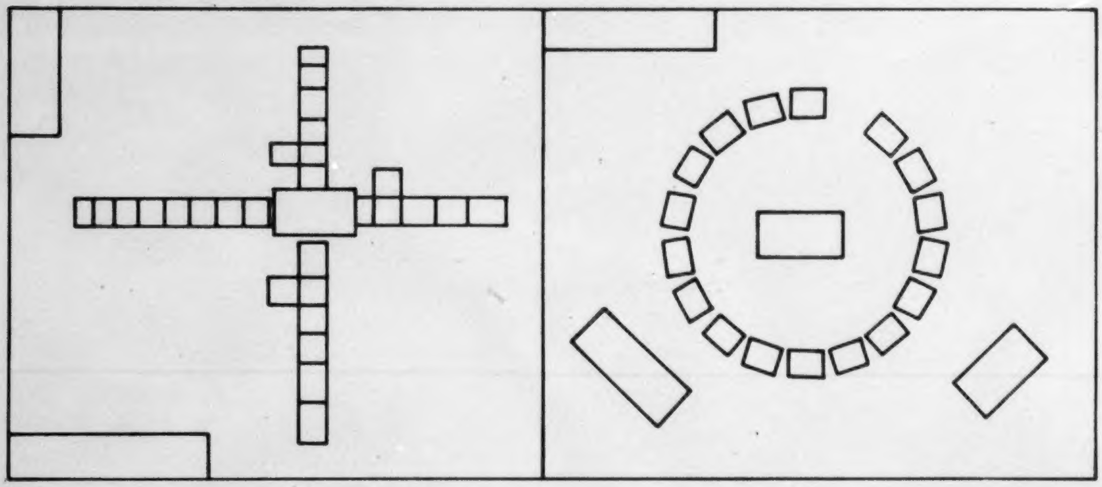
Students have assigned seats. In various areas of the room, space and materials are provided for a group of students to work on the activity designated for that area. Desk areas may also be used for independent activities or projects.

Figure III: *Assigned Seats*


Storage
M
Teacher's Desk
Books
Storage
M
Books

Students are assigned seats by their reading groups. The teacher moves to the groups for instruction. Students pick up materials from storage areas and return to their seats to complete assigned tasks.

Figure IV: *For Special Purposes*



Special room arrangements such as those illustrated may be used temporarily for special purposes. In the illustration on the left, more floor space is available and the room is divided into four distinct areas in which special projects can be conducted. The illustration on the right might be used for large group demonstrations, panel discussions, or dramatizations.

PRONUNCIATION KEY

This pronunciation key is provided to assist you in interpreting the decoding objectives of the Systems Approach to Reading. In the English language, a single sound can have many graphemic (written) representations. This key illustrates this by presenting the pronunciation symbol for selected sounds, the graphemic representation(s) for the sound, and common words which include the appropriate graphemic representation for the sound. Pronunciation symbols vary in different dictionaries. The following, however, represents the symbols used in the Decoding Assessment Kit and the Decoding Instructional Kit.

SOUND	GRAPHEME	EXAMPLES	SOUND	GRAPHEME	EXAMPLES
/ a /	a	ask, cap	/ kl /	cl	clap, climb
/ ā /	a	cake, made	/ kr /	cr	cry, crab
	ay	say, today, play	/ ks /	x	fox, box
	ey	they, obey	/ kt /	ct	tact, act
	ai	tail, pain	/ kw /	qu	quit, quiz
	eigh	weigh, neighbor	/ n /	kn	knot, know
	ea	great, steak		gn	reign, gnaw
	ei	rein, vein	/ o /	o	ox, cot
/ ar /	ar	yard, far	/ ō /	o	rope, go
/ au̇ /	ou	mouth, sound		oe	toe, foe
	ow	cow, frown		oa	boat, roam
/ ch /	ch	chop, each		ow	show, grow
	tch	patch, itch	/ ȯ /	au	saucer, pause
/ e /	e	egg, fed		aw	paw, jaw
/ ē /	e	be, Pete		al	walk, talk
	ee	keep, peel		augh	caught, taught
	ea	meal, eat		ough	bought, thought
	ie	chief, thieves		o	soft, strong
	ei	seize, receive	/ ȯi /	oi	oil, coin
	ey	key, trolley		oy	boy, toy
	y	lucky, dirty	/ ȯr /	or	corn, porch
/ er /	air	fair, pair		oar	board, soar
	are	care, share		ore	shore, core
	ear	bear, wear		oor	door, floor
	ere	there, where	/ r /	wr	wren, write
/ e /	u	us, bug	/ s /	c	city, center
/ er /	er	her, pert		sc	scene, scissors
	ur	hurt, surf	/ sk /	sc	scare, scold
	ir	sir, shirt	/ skr /	scr	screen, describe
	or	work, world	/ skw /	squ	square, squad
	ear	earth	/ t̲h̲ /	th	them, bathe
/ f /	ph	phone, graph	/ th /	th	thin, both
	gh	tough, laugh	/ ü /	o	to, do
/ hw /	wh	white, what		oo	fool, shoot
/ i /	i	imp, lid		oe	canoe, shoe
/ ī /	i	kite, sign		ou	soup, group
	y	my, shy		ew	threw, chew
	uy	buy, guy		ue	true, blue
	ie	tie, pie		ui	suit, juice
/ ir /	ear	fear, year	/ u̇ /	oul	could, would
	eer	deer, jeer		oo	wood, stood
	ier	fierce, pierce		u	pull, bush
/ j /	dge	dodge, pledge	/ yü /	iew	view
	g	gent, giant		ew	mew, few
/ k /	c	cat, come		ue	cue
	ck	back, tack			

CORRELATION-GRADE 4

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM GRADE 4 CROSS-INDEXED WITH DETROIT CITY-WIDE OBJECTIVES, IOWA TEST AND DORT COMPREHENSION ASSESSMENT KITS 1A & 1B

MEAP OBJ. #	MEAP OBJECTIVE	CITY-WIDE #	IOWA	*DORT 1A & 1B
1.	Given a reading selection, the learner will match a series of words in the selection with appropriate definitions.	04:01 04:02 04:03 04:04 04:05 04:06 04:07	D^3	V-1, V-6, V-9 V-10 (V-11)
2.	Given a set of phrases, the learner will indicate those phrases which have the same meaning.	04:08 04:09 04:10	D^3	V-2, V-12
3.	Given a reading selection in which every fifth word has been replaced with a blank, the learner will choose the exact word appropriate to the blank space at 50% accuracy.	04:11 04:12 04:13 04:14	—	V-4, V-5, V-7 V-14, (V-13)
4.	Given a method of arranging data, the learner will identify the method (e.g., color, size, importance, time, etc.).	04:15 04:16 04:17 04:18 04:19 04:20	—	G-1, G-3 (G-2, G-11)
5.	Given a series of randomly placed words, the learner will alphabetize the words through the first three letters.	04:21 04:22 04:23 04:24 04:25 04:26	—	—
6.	Given a series of reading selections, the learner will indicate those which are factual.	04:31	—	G-10 (D-6)
7.	Given a series of reading selections, the learner will indicate those which are fictional.	04:27 04:28 04:29 04:30 04:32 04:33 04:34	—	G-9
8.	Given a reading selection, the learner will identify the author's purpose (e.g., persuasion, entertainment, propaganda, etc.)	04:35 04:36	P^1 E^2	(I-7)

*Parentheses = related objectives

MEAP OBJ. #	MEAP OBJECTIVE	CITY-WIDE #	IOWA	*DORT 1A & 1B
9.	Given a reading selection, the learner will select from a list of possible titles the one most appropriate as the title for that selection.	04:37 04:38 04:39 04:40	P^1 P^2	G-5, G-6, G-7
10.	Given a reading selection, the learner will select from a series of still pictures the one picture most appropriate in depicting the main idea of the selection.	04:41 04:42	—	I-9
11.	Given a reading selection, the learner will select from a number of short summaries the one which best summarizes the selection.	04:43 04:44 04:45 04:46 04:47	E^1	G-12, D-2 (D-4, D-5)
12.	Given a reading selection, the learner will match a series of direct quotations from the story with the character who is speaking.	04:48 04:49 04:50	—	—
13.	Given a reading selection, the learner will choose from a series of sentences that sentence which best describes how a given character feels in a story.	04:51 04:52 04:53 04:54	—	I-8 (I-3)
14.	Given a selection containing figurative language, the learner will identify from a series of descriptive phrases the phrase that most accurately describes the mood expressed in the selection.	04:55 04:56 04:57 04:58	—	–
15.	Given a reading selection, the learner will correctly match a series of causes with a corresponding series of effects.	04:59 04:60 04:61 04:62	E^1 D^1 D^2	D-3, I-2
16.	Given a reading selection with the conclusion of the story deleted, the learner will select from a series of possible conclusions the one most appropriate to the selection.	04:63 04:64 04:65 04:66 04:67 04:68	D^2 E^1	I-4, G-8 (G-13)

*Parentheses = related objectives

MEAP OBJ. #	MEAP OBJECTIVE	CITY-WIDE #	IOWA	*DORT 1A & 1B
17.	Given a locational question, the learner will choose from a series of reference sources where that item will be found.	06:01 06:02 06:03 06:04 06:05 06:06 06:07 06:08 06:09 06:10 06:11 06:12 06:13 06:14 06:15 06:16 06:17 06:18	—	(D-7)
18.	Given a locational question about the newspaper, the learner will select the section where he would find the answer.	06:19 06:20 06:21	—	(D-8)
19.	Given a reading selection, the learner will answer correctly a series of multiple choice questions relating to meanings, generalizations, or conclusions not expressed in the selection itself.	04:69 04:70 04:71	D^1 D^2 O^1	I-1, I-3, G-4

*Parentheses = related objectives

CORRELATION-GRADE 7

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM GRADE 7
Cross-Indexed with
DETROIT CITY-WIDE OBJECTIVES AND
DORT COMPREHENSION ASSESSMENT KIT 2

MEAP OBJ. #	MEAP OBJECTIVE	CITY-WIDE #	*DORT
1. 18.1	Given a reading selection, the learner will match a series of words in the selection with appropriate definitions.	13:01 13:02 13:03 13:05 13:06 13:07 13:08 13:09 13:10 14:04	V-1, V-4, V-6, V-7 V-16, V-25, V-26 (V-11, V-15, V-24)
2. 18.2	Given a set of phrases, the learner will indicate those phrases which have the same meaning.	14:13	V-2, D-9, V-12 (V-29, V-17, G-27, V-13)
3. 20.1	Given a method of arranging data, the learner will identify the method (e.g., sequence, importance, etc.)	14:11	G-1, G-3, G-19, G-20 (G-2, I-3)
4. 21.1	Given a series of randomly placed words, the learner will be able to alphabetize the words through the first three letters.	16:04	(D-24)
5. 22.1	Given a series of reading selections, the learner will indicate those which are factual.	14:18	G-15, I-11
6. 22.2	Given a series of reading selections, the learner will indicate those which are fictional.	14:18	G-14
7. 23.1/3	Given a reading selection, the learner will be able to identify the author's purpose (e.g., persuasion, entertainment, propaganda).	14:19	I-14

*Parentheses = related objectives

MEAP OBJ. #	MEAP OBJECTIVE	CITY-WIDE #	*DORT
8. 24.1	Given a reading selection, the learner will select from a list of possible titles the one most appropriate as the title for the selection.	14:03 14:09	G-7, G-8, D-18
9. 24.2	Given a reading selection, the learner will select from a series of still pictures the one picture most appropriate in depicting the main idea of the selection.	14:03	I-17
10. 24.4	Given a reading selection, the learner will select from a number of short summaries the one which best summarizes the selection.	14:09 16:19	G-21, I-20, D-2, G-5 (D-7, D-8)
11. 24.4	Given a series of three or more reading selections, the learner will indicate the two most alike in the ideas expressed.	14:15 14:16 14:17	I-15, G-9 (I-6)
12. 25.3	Given a reading selection, the learner will match a series of direct quotations from the story with the character who is speaking.	14:20	G-26 (D-17)
13. 26.3	Given a reading selection, the learner will correctly answer a series of multiple-choice questions relating to the sequence of events or ideas presented in the selection.	14:02 14:12	D-3, D-13, D-14, I-2
14. 27.2	Given a reading selection, the learner will choose from a series of sentences that sentence which best describes how a given character feels in a story.	14:21	I-12, I-13, G-29 (I-19, I-5, G-24)
15. 28.1	Given a reading selection, the learner will choose from a series of sentences the one which best describes a motive for some action or activity.	14:14	G-26, G-25, G-29

*Parentheses = related objectives

MEAP OBJ. #	MEAP OBJECTIVE	CITY-WIDE #	*DORT
16. 29.1	Given a reading selection, the learner will correctly match a series of causes with a corresponding series of effects.	14:08 14:14	D-5, I-4
17. 29.5	Given a reading selection, the learner will answer correctly a series of multiple-choice questions relating to meanings, generalizations, or conclusions not expressed in the selection itself.	14:06 14:07 14:08 14:10	I-18, G-6, G-11 (G-12)
18. 31.1	Given a locational question, the learner will choose from a series of reference sources where that item will be found.	16:02	D-20, D-22, D-26 (D-19, D-21)
19. 31.2	Given a locational question about the newspaper, the learner will select the section where he would find the answer.	16:03	D-23
20. 32.1	Given a reading selection with the conclusion of the story deleted, the learner will select from a series of possible conclusions the one most appropriate to the selection.	14:10	I-7, G-10, G-13, G-23 (D-12, G-17, G-22)

*Parentheses = related objectives

GLOSSARY

Assessment	using tests to determine which skills students have learned and which skills they still need to be taught
Assessment Bank	list of all skills (or objectives) being tested
Assessment Book	student booklet containing the assessment tests
Assessment Kit	box containing all materials needed to assess student skill achievement; in DORT there are Decoding Assessment and Comprehension Assessment Kits
Category	classification of related reading skills; in Decoding, for example, Initial Consonants is a category encompassing 21 different skills
Comprehension	the thinking skills used by students to derive meaning from written or printed materials
Comprehension Categories:	
DETAIL	literal comprehension skills related to locating or remembering information that is directly stated in a reading passage
VOCABULARY	skills pertaining to word meaning and structural analysis of words
INFERENCE	critical comprehension skills related to understanding information that is not explicitly stated in a reading passage
GENERALIZATION	critical comprehension skills of classifying or categorizing information in a selection and extending that information to form conclusions
Core Reading Program	basal or regular reading curriculum being used in the classroom
Decoding	relating letters to sounds and applying these sounds to unknown words
Diagnose	to determine students' instructional needs
Diagnostic/ Prescriptive	describes the process of determining students' instructional needs and providing instruction to meet those needs; a diagnostic/prescriptive program provides plans and materials to accomplish this process

Heteronyms	words spelled the same but having a different pronunciation and meaning (*wind* blows; *wind* the watch)
Instructional Kit	box containing lesson plans and seatwork activities that focus on specific skills or skill categories; in DORT there are Decoding Instructional and Comprehension Instructional Kits
Level A	a term used in Decoding Assessment and Instructional Kits that specifies the amount of cueing that is given to students before they are expected to respond; Level A response students are provided cues, such as multiple-choice answers
Level B	a term used in Decoding Assessment and Instructional Kits to indicate that no cueing is given to students before they are expected to respond; Level B students must give answers from recall as no visual clues are provided
Mastery	the ability to achieve specific skills (or objectives); skill mastery can be determined through observation and verified by assessment tests
Non-mastery	the lack of ability to achieve skills (or objectives)
Objective	a term often used synonymously with *skill;* an objective defines a skill but also outlines the exact behavior required to verify that a skill has been mastered; also known as a *behavioral* or *performance objective*
Patterns	words containing the same *types* of letters or letter combinations; words like *hot, bat,* and *mit* fit the consonant/vowel/consonant pattern (CVC)
Post Test	a test to determine whether students have learned unmastered skills after instruction has been provided; in DORT there are two types of post tests: one tests for single-skill mastery, the other tests for mastery of an entire category of skills
Pretest	tests given before instruction to determine which skills students have mastered and which ones they still need to learn
Prescription	assessment or instruction directly related to individual student needs
Profile	record-keeping form reflecting student (Individual Pupil Profile) or group progress (Group Profile)
Readability Level	the level at which a student can read and understand a selection; the level at which materials are written
Single-skill-focused Instruction	teacher-directed or independent student activities that only concentrate on one specific skill

Skill	an aptitude or ability; for example, a set of Inference skills would be a list of abilities students would need to become proficient in making inferences (also see Objective)
Systems Approach	teaching and managing according to a step-by-step plan that begins with a complete set of objectives for meeting the overall goal
Total Word	Decoding instruction focusing on word patterns, such as consonant/vowel/consonant; distinguished from Word Part instruction which concentrates on individual letters within a pattern, such as the initial consonant
Trigraph	combination of three letters, commonly of consonants (e.g., *str*), less commonly of vowels (e.g., *eau*)
Vocabulary	all words taught or used in DORT; also a major comprehension category
Word Part	Decoding instruction that focuses on individual letter sounds (also see Total Word)